CHARACTER EDUCATION, TEACHING EFFECTIVE LESSONS TO BUILD THE CLASSROOM COMMUNITY K-SIX

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PROJECT

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

EDUCATION
(Curriculum and Instruction)

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SPRING
2011
CHARACTER EDUCATION, TEACHING EFFECTIVE LESSONS TO BUILD THE CLASSROOM COMMUNITY K-SIX

A Project

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This project addressed the problem of creating Character Education curriculum for K-Six which enables educators to implement Character Education lessons in their classrooms in an effective and engaging manner. The literature revealed a variety of strategies and factors that lead to successful Character Education lessons and programs in individual classrooms as well as entire schools. The practices and theories that developed from the literature, apprised the body of this research, and led to the creation of an instructional handbook for teachers. This handbook shares model lesson plans for educators, which incorporate research on the six pillars of character, research based strategies and effective classroom practices which include various lesson delivery methods. Teacher resources are included in this handbook that allows easy implementation of the lesson plans, incorporating both literature and web-related resources. The research based strategies as well as classroom practices served as the foundation of the handbook. Specifically, the handbook provides essential research on the six pillars of character, model lesson plans on teaching each of the character traits, and
teacher resources for effective implementation and development of further Character Education lesson plans.

____________________
Date

________________________, Committee Chair
Porfirio Loeza, Ph.D.
DEDICATION

This work is dedicated to the following people for their love and support:

My parents (Daljit Singh and Parmodani L. Singh) who have always encouraged me in my every endeavor and allowed me to develop a love of learning, a strong sense of educational ambition and the motivation to enter the teaching profession.

Two very important individuals who in many ways complete who I am, my husband (Anish Kumar) and brother (Satpreet Rangee) have provided endless moments of support and encouragement. Their never-ending love has helped me complete this project and to stay motivated through-out the process.
ACKNOWLEDGMENTS

I would like to thank Dr. Porfirio Loeza for his guidance, encouragement and consistent trust in my abilities. His presence and support has made it possible for me to stay as focused and determined as possible and to ultimately accomplish my goal.

I would also like to thank my friend, Helen Huang for remaining by my side, providing feedback as well as encouragement during this learning process. She has made this journey even more enjoyable and memorable.
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Chapter 1

INTRODUCTION

Purpose of the Study

Albert Einstein (1981) wrote, “The most important human endeavor is striving for morality” (p. 95). We are defined by our core ethical values—our integrity, our sense of justice and compassion, and the degree to which we respect the dignity and worth of every member of the human family, especially the most vulnerable among us. Research studies conducted in different cultures around the world have substantiated the universality of core ethical values. Lickona (2005) stated the following:

In order for children’s natural moral capacities to become fully formed character dispositions, their natural empathy must develop into a sustained concern for others. Their sense of fairness must grow into a commitment to justice, their desire for self-control must grow into a sense of personal responsibility, and their feeling of obligation must become a determination to contribute to noble purposes beyond the self (para. 4).

Without this kind of growth, the child’s early capacities may atrophy or take on grotesque forms (Damon, 2010).

Young children's beliefs about what is right and wrong traditionally have been strongly influenced by their families. However, today children often come to school with problematic behaviors and attitudes. Character education has become a necessity. Character education programs have a positive effect on achievement, classroom behaviors, and long-term test scores. They also reduce risk factors associated with school
failure in middle and high school students (Brannon, 2008). Educators often complain that students do not want to learn, they are also becoming increasingly disrespectful, and that parents are not teaching their children important character values. Students on the other hand are complaining that educators do not value them as intelligent, independent individuals, and they are being treated with disrespect and that they do not get the opportunity to express themselves freely. Among the students, there also seems to be a lack of respect, which leads to disagreements, and the formations of separate groups. In order to create a more caring and productive learning environment for all, it is important to examine the concerns of both groups. What can be the solution for both educators and students? It is evident that the lack of classroom community creates both disgruntled educators and students. Confusions are often left unrecognized, roles in the classroom are misunderstood, a lack of interest develops and the educational process comes to a halt. Children also are watching more television and being exposed to more adult-oriented material at a much younger age than in the past. This has resulted in children receiving mixed messages about the value of good character and has reduced opportunities for early "community" learning through social interactions (Brannon, 2008).

Creating a classroom community can be effective utilizing Character Education. Dovre (2007) states, “Education is about helping young people feel they can make a difference in the world. The purpose of public education is to create a public in which a democracy can thrive. Character Education is a key vehicle to both goals” (p. 2). Character Education contains some of the basic essentials of creating an environment that is equitable, motivating, and places responsibility on each individual. Using Character
Education integration in the classrooms, students and educators can create and maintain respect, trust, responsibility, fairness, caring and citizenship. The benefits of Character Education are numerous if used effectively. Lickona (2005) states, “In this expanded vision of character education, a school or community of character is one that helps us “be our best” and “do our best” in all areas of our lives” (para. 7). Character Education lessons must aim at developing the classroom community by placing an emphasis on the roles of both the educator and the students. One of the key factors, which keep Character Education out of the classroom, is the lack of meaningful lessons to build classroom community. The focus is often on developing individual Character Education skills; however, the focus must be on incorporating all of the Character Education topics to create a unified learning community. It is in a classroom community, where students and educators both feel appreciated and respected for their individual strengths. Richardson (2009) explains:

Character education rests on the principle that teaching for character is important for a society that values democracy. A democratic society is not only based on social equality—its citizens are also expected to behave responsibly, respect other people's diversities, accept what is fair and just, and show concern for the common good by helping others. (p. 1)

Children today face growing challenges and this entails better preparation in school in order to be able to succeed in difficult or new circumstances. On a global scale, they confront an increasingly interdependent economy, exploding technological change, an environment at risk, and a world still plagued by war, disease, and injustice. In a
workplace that offers diminishing job security, their ability to interact well with others and adapt to change will matter more than technical expertise. Lickona (2005) states, “In their personal lives, young people face the challenge of building healthy relationships and a life of noble purpose in a culture that is often unsupportive of the highest values of the human spirit” (para. 3). Students require a well-formed foundation of skills to be able to understand and thrive in such situations. They must be taught the benefit of forming caring relationships with peers and adults, respect for oneself and others and integrity which forms a strong character. He adds the following:

Character education includes the affective and the cognitive qualities of a person. Because emotions play an essential role in making final decisions between good and bad choices, children need to be guided as they mature in their social and emotional development. (para. 5)

Healthy social maturation of children depends upon their learning and internalizing standards of acceptable conduct as well as transferring and applying these standards in directing their behavior in various situations (Berk, 2007). Children who are able to develop a strong character will in turn be more useful to society and create greater benefits for all. Character Education is worth investing time and energy toward as it is essential in creating a society of caring, responsible and honest people who are apt at dealing with situations that require a strong character.

This project titled, The Character Education Curriculum for K-Six classrooms Handbook allows an opportunity for Elementary school teachers to make use of short, meaningful lesson plans developed specifically to teach the six pillars of character from
the CHARACTER COUNTS! Program developed by the Josephson Institute of Ethics (Josephson, 2003). The six pillars of character are the following: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The elementary grades are a foundational period in which students develop skills and habits that will last them a lifetime, therefore, it becomes extremely important that these ethical values are taught and reinforced at this time. Students, who have had character education, are better able to create a connection between what they know they should do and what they actually do. Damon (2010) explain the following:

Morality is a natural part of the human system. Every child begins life with the rudimentary building blocks of character. Four such blocks identified in recent scientific studies are empathy, fairness, self-control, and obligation. (p. 36)

The goal of this project is to create a Character Education Curriculum Handbook for K-Six, which is easy to implement, engaging and effective. The lesson plans included in the curriculum handbook include various forms of presentation of Character Education curriculum to increase student engagement. It is important to develop the curriculum handbook with the six pillars of character, as it is essential in guiding the focus of the project. Among successful schools that have implemented Character Education, pedagogy is guided by a set of core values or virtues. The schools provide abundant opportunities for moral discourse about complex, contested matters and moral action through both organized community service and in school conduct (Dovre, 2007).
Statement of the Problem

In schools today, it is quite evident that there is a disconnect between students and the school system. Some of the most frequent disciplinary referrals in elementary schools are for disruption, disrespect, and aggression within the classroom. According to Algozzine, Christian, Marr, McClanahan, & White (2008), “Many students are becoming plagued by behavior issues and demonstrating that they do not have the necessary skills to make decisions that are conducive to their learning” (p. 16). The need for students to have a good understanding of ethical values is just as essential, if not more, than the academic skills in order to succeed in life. How schools choose to prepare their students to deal with situations affect the habits that are developed by the students. Problem behaviors can be reduced or increased based on how prepared the students are beforehand to deal with these behaviors. What kind of character will young people need to meet the challenges they face in school and beyond—and how can schools help them develop it while meeting their own set of challenges? Lickona (2005) states, “When students are ill prepared to make decisions for themselves, they often have to learn the hard way, costing society to cover the costs of their mistakes” (para. 4). It is necessary for educators and schools to prepare students in all aspects of life and the ability to make the best choices for oneself and others is one of the most essential areas. Students must be prepared for the workforce; however, when students become adults who are not able to solve problems on their own, work with peers, practice fairness, and accept responsibilities, the employer faces numerous challenges in creating a productive and successful work environment.
The employer must then spend more time, money and energy training these employees on values which should have been taught much earlier.

**Significance of Project**

The Character Education Curriculum for K-Six Classrooms Handbook is an applied research project, which focuses on using current Character Education curriculum and developing a more engaging and effective curriculum for K-Six. As a former first grade teacher and middle school teacher, I have come to realize the importance of Character Education for all students. In the classroom, it is quite evident that many students do not know how to be respectful, responsible, and trustworthy. The lack of Character Education skills plays a large role in how students perceive themselves and others. A general lack of respect is obvious and Character Education can be utilized to reduce the problems connected to the lack of respect and responsibility that is prevalent in schools today. Students are constantly being given demerits, warnings, losing recess time or being sent to the Principal’s office for being disrespectful to an adult or a peer. Through the literature review, I will be able to develop a Character Education curriculum handbook, which is specific to K-Six and incorporates short, engaging lessons that can be easily implemented in the classroom. The engagement of the students will be monitored with observation and student reflections on the lessons. The documents and instructions needed to teach the lessons will be included in the handbook in order to make the Handbook as accessible and easy to implement as possible.
Methods

The Character Education Curriculum for K-Six Classrooms Handbook will be designed to assist teachers to incorporate weekly lessons in their curriculum. The guiding research question for this project is what positive influences an engaging character education program can bring about. The curriculum will be designed with the six pillars of character as areas of focus. The curriculum will incorporate the use of writing, role-play, hands-on activities, and service learning. Each lesson plan will be designed to engage the students and effectively present topics such as ethics, morals, and the importance of character in our lives.

The character education curriculum is designed for K-Six, as this is mainly the grade levels in which children develop and strengthen their social skills before generally becoming part of a more independent learning environment. The Character Education Curriculum Handbook aids to reinforce and teach skills vital for the students’ success in the upper grades. The transition from Elementary to Middle School can be challenging for many students and it is necessary to instill strong character education skills early in order to prepare students to make good decisions for themselves and to become role models for others. The final product will be the curriculum plan designed for K-Six classrooms, which will present the six pillars of character mentioned earlier. The lesson plans in the handbook will be organized by theme. Each section will focus on developing the main ethical value using different methods. The lessons will offer a variety of types of activities for teaching the ethical value so that it can be used to engage as many learners as possible. Each lesson plan will be designed to be taught in a period of twenty to fifty
minutes so that it can easily be incorporated into the classroom curriculum. Evaluation forms will be provided to the teachers to assess the quality and effectiveness of the curriculum. Student surveys will also be provided to assess student understanding of concepts and evaluation of the level of engagement of lessons.

The guiding research question for this work is, “What instructional strategies motivate students to participate in Character building activities?” The three primary areas of research focused on were: (a) school wide character education programs, (b) strategies to motivate student participation in character building activities, and (c) strategies to help struggling students. The following sub-questions were investigated and utilized to provide evidence and support the overarching research questions:

1. What research-based strategies motivate students to display positive character?

2. How can a Character Education survey/values inventory be done with students to help teachers understand their student’s interests and challenges and help them develop positive character?

3. How can character-building activities be used to optimize the classroom community?

4. How can a Character Education program be implemented successfully school wide?

5. Can character-building activities have an impact on the motivation of students?
Limitations

Limitations: Not all of the ethical values will be taught with the character education curriculum designed. The emphasis will be on the six main ethical values chosen as a focus for the project. Different teachers may choose to focus on different values, placing more emphasis on their favorites while quickly teaching the others. A teacher’s like or dislike of the curriculum also has an impact on how the lessons are taught. There may be variations in how the curriculum is implemented. Even though the lessons are designed to be twenty-minute weekly lessons, some teachers may find more or less time for the teaching of the lessons. This curriculum project has been designed for the K-Six grades, which means it will require modifications in order to be useful to younger or older grades.

Definition of Terms

For the purpose of this research, the term character education refers to Dr. Thomas Lickona’s (1991) definition, “Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. Core ethical values include respect, responsibility, fairness, citizenship, trustworthiness, and caring. Each of these values has been defined by the Josephson Institute of Ethics CHARACTER COUNTS! Program” (p. 2).

Trustworthiness: Be honest. Do not deceive, cheat or steal. Be reliable—do what you say you will do. Have the courage to do the right thing. Build a good reputation. Be loyal—stand by your family, friends and country.
**Respect:** Treat others with respect; follow the Golden Rule. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Do not threaten, hit or hurt anyone. Deal peacefully with anger, insults and disagreements.


**Fairness:** Play by the rules. Take turns and share. Be open-minded; listen to others. Do not take advantage of others. Do not blame others carelessly.

**Caring:** Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.

**Citizenship:** Do your share to make your school and community better. Cooperate. Get involved in community affairs. Stay informed; vote. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment.

According to Lickona (2005), two aspects can define character. One of which is the “moral character,” the other is “performance character.” Character strengths such as empathy, fairness, trustworthiness, generosity, and compassion are aspects of our capacity to love. These qualities make up what we could speak of as “moral character”; they enable us to be our best ethical selves in relationships and in our roles as citizens. Character strengths such as effort, initiative, diligence, self-discipline, and perseverance constitute our capacity to work. These qualities make up what we could speak of as “performance character”; they enable us to achieve, given a supportive environment, our
highest potential in any performance context such as the classroom, the athletic arena, or the workplace.

The moral and performance aspects of character are mutually supportive. The moral aspects, besides enabling us to treat each other with fairness, respect, and care, ensure that we pursue our performance goals in ethical rather than unethical ways. We do not lie, cheat, steal, or exploit other people in order to succeed; rather, our performance efforts contribute positively to the lives of others. The performance aspects of our character, in turn, enable us to act on our moral values and make a positive difference in the world. We take initiative to right a wrong or be of service to others; we persevere to overcome problems and mend relationships; we work selflessly on behalf of others or for a noble cause, often without recognition or reward. Lickona (2005) states, “In all realms of life, good intentions are not enough; being our best requires work” (para. 6).

Both moral and performance character are necessary to achieve the goals for which all schools of character strive. Moral character plays a central role in helping schools create safe and caring environments, prevent peer cruelty, decrease discipline problems, reduce cheating, foster social and emotional skills, develop ethical thinking, and produce public-spirited democratic citizens. Performance character plays a central role in helping schools improve all students’ academic achievement, promote an ethic of excellence, reduce drop-outs, prepare a competent and responsible workforce, and equip young persons with the skills they will need to lead productive, fulfilling lives and contribute to the common good. Both the moral and performance aspects of character are needed for all of the above pursuits. For example, we must work hard, an aspect of
performance character, in order to create and sustain a caring school environment, just as we must build caring relationships, an aspect of moral character, in order to be effective at helping students learn and achieve.

**Organization of Project**

The goal of this project is to allow teachers to present character education lessons that engage the students in meaningful learning. The students will gain strategies and review the importance of the ethical values in our daily lives. The curriculum project will provide model lessons, which incorporate different methods of teaching, which include but are not limited to (a) role playing, (b) interactive lessons, and (c) group learning. Each core ethical value of Character education will be reinforced during the month. The handbook will also offer educators ways to incorporate the character education theme into other subject areas, making the lessons more powerful through repetitive practice.

The handbook will be uploaded to a sharing website, which will be made available to teachers. The lessons plans included in the handbook will be organized according each of the Character Education traits. Links to the online version of the handbook will be sent to principals of elementary schools so that they are made available to the staff. I will be contacting principals to discuss the project, the goals of the project and the lesson plans.

The subsequent chapters are the following: Chapter 2 will present a review of related literature; Chapter 3, the explanation of methods and procedures used in the research for this study; The Appendices, the Handbook for Character Education.
Character Education Handbook Organization and Contents

1. Research behind motivating student to display positive character and building a classroom community;

2. Introduction of Character Education six core ethical values

3. Two lessons for each core ethical value;

4. Supporting materials

   • Book and website list for Character Education topics

   • List of materials and activity requirements

Summary

This chapter focused on introducing the topic of the curriculum project. It also clarified the significance, purpose, limitations and methods of the project. The next chapter will create the context of the curriculum project with a review of literature.
Chapter 2
REVIEW OF THE LITERATURE

Introduction

The purpose of this work was to review the research behind strategies utilized to motivate students to display positive character, the effects of Character Education on building a classroom community, the importance of school wide Character Education programs and the effect of character building activities on the motivation of students. Motivating students to display positive character and building a classroom community are important goals for teachers and schools. If students are not taught Character Education, the difficulties students face in dealing with personal and social dilemmas will continue to increase. Creating a framework for Character Education implementation in classrooms is necessary to support the needs of teachers and students. Creating a classroom of character is beneficial in many ways and not only to students but the entire school community.

This chapter presents a review of the relevant literature on effective strategies to encourage and motivate students to display positive character. The first area of literature covers the topic of commitment to a Character Education program. The second section discusses an area known as struggling teachers and students. Next, the topic of motivation to exercise positive character is reviewed. Following that, the need for school-wide Character Education programs is discussed. Finally, strategies to improve the classroom community through Character Education are covered. The chapter closes with a summary and introduction to the handbook aspect of the research project.
Students who are not taught the six pillars of ethical values or provided with any motivation to exercise them will not be prepared to apply these skills to school and life situations in the future. Michael Josephson (1992), founder of The Josephson Institute of Ethics developed the Six Pillars of Ethics. In 1992, a summit was hosted by Josephson Institute, the parent organization of CHARACTER COUNTS!, in Aspen, Colorado. A group of leading ethicists, educators, and youth-service professionals convened to develop a common language of core ethical values that transcend religious, political, and socioeconomic differences. This esteemed group identified universal values, later called the Six Pillars of Character—trustworthiness, respect, responsibility, fairness, caring, and citizenship. A national character education movement was established called CHARACTER COUNTS! Today, this program has become the most widely implemented approach to character education (Josephson, 1992). Students must learn to exhibit trust, develop trustworthiness, responsibility, caring, respect, and citizenship. Character Education values are life skills, which will allow students to become better students, adults, employees and generally better people. Students need to be taught Character Education because without these skills, students lack a backing to their moral understanding of situations and their lives.

Students are better equipped to make correct decisions if they have been taught the difference between right and wrong. Students cannot be allowed to suffer if they just do not know better. Various research studies have been conducted to support Character Education for students. Damon et al. (1992) explained the following:
Morality is a natural part of the human system. Every child begins life with the rudimentary building blocks of character. Four such blocks identified in recent scientific studies are empathy, fairness, self-control, and obligation. (p.11)

Students require the proper guidance and training to develop these innate qualities. Yet despite these robust early beginnings, the child’s natural moral sense requires nurturing if it is to develop into a mature and reliable commitment to act in a caring and ethical manner (Damon, 2010). The struggles in choosing between the right and wrong decisions will continue to disrupt the learning and the learning environment of students. When teachers are aware of the six core ethical values and they teach and reinforce these skills in the classroom, students are able to develop life skills in dealing with situations that require them to think from an ethical perspective. Through a Character Education survey, teachers are able to gain an understanding of the interests and challenges of the students. Building strong character education skills requires students to be continuously immersed in character building activities.

Every classroom benefits from having a classroom community. Character building activities can be utilized to build a classroom community. The goal of a classroom community is to establish a learning environment, which is enriched by positive relationships, problem solving skills, fairness, and safety. These requirements can be addressed using character-building activities. Teaching students to display positive character is a worthwhile goal as it prepares students to not only establish a classroom community but also develop skills that can be applied to life situations. Motivating
students to display positive character must first begin with the interests and challenges of the students.

**Commitment to Character Education**

Why did the school choose to engage in character education, when it would often seem that academic achievement and specific kinds of measurable accountability are all that matter? Comer (2003) explained the following:

Initially, the reasons were mostly pragmatic: character education seemed the only hope for any sort of peaceful coexistence that would allow students to learn and thrive. After two years, character has become the way school community members interact that allows each individual and the overall community to be the best they can be, academically and personally. (p. 18)

Character is something that students “catch” from the way adults in the environment set it up for them (Comer, 2003). It is something students learn, and if they are not learning it adequately at home, schools have to teach it because they cannot attain their academic missions without doing so. We must move beyond lamenting why things have come to this, and beyond waxing nostalgic about the dubiously labeled “good old days” when all children came to school with high moral character that they learned from doting parents at home. Hence, education must provide systematic attention to building the social-emotional skills that underlie sound character and the ability to engage in the tasks of learning, and academic instruction that will afford children literacy in a broad array of subject areas (Elias, 2009).
Character education has been present in schools in various forms. It may have been known by different names; however, it has had a tremendous impact on students, schools and the society. It is the vital responsibility of every school to work with the vigorous moral sense that students bring with them in a way that turns these inclinations into solutions for the ethical challenges students will confront. Damon (2010) stated, “In a World where parents are not always on the scene and many communities have disintegrated, the bridge from a student’s natural moral sense to the student’s established moral character runs through the school” (p. 38).

Over the years, the importance placed on character education has also changed a great deal. In contrast to the routines, manners and moral based stories read and discussed in class are the classrooms in which such issues are seldom discussed and often avoided. The topic of character education in schools is somewhat controversial as there are arguments about who should take the responsibility to educate students in matters dealing with ethics, compassion, integrity and other related topics. Are educators responsible for helping build students into ethical citizens and to prepare them for leading moral lives? Winston (2008), “Education can provide children with a bridge from the natural virtues to leading lives with ethical integrity” (p. 220). When schools fail to provide this bridge for students, these students turn into uncaring, unethical individuals, which harm the society and part of the job of educators, is to prepare individuals to benefit society. In today’s society, it is evident that there are challenges between student’s emotions and education. There is a higher incidence of students dropping out of school, higher rate of juvenile crime and higher incidence of teenage pregnancies. Students require not only the content
but also the moral understanding of being ethical individuals in order to be productive members of society. Elias (2009), states that education needs to be an integration of social-emotional, character development and academic learning. The lessons being taught in schools must be connected in some ways with character education. In order for students to be able to participate in a democratic society, they need the skills that allow them to develop their self-esteem as well as respect individual differences. Schools are institutions in which multiple needs are met and this includes the need to teach students the importance of character development with integration in classroom lessons.

Education today needs to be more comprehensive. Along with teaching students academic skills, socio-emotional and character development lessons should also be included. Students must be prepared to be educated participants of a democracy. Every student must graduate with the competencies needed to be an involved citizen in our democracy. How do we prepare students to follow candidates’ arguments, listen to their words, consider all of the candidates’ positions as well as their own, think through the consequences of various proposals under consideration, and actively join in civic life? John Dewey (1916) recognized that education in a democracy had to provide students with the tools for exceptional capacities of discernment. Such discernment requires considerable analytic and reflective skills, self-knowledge, and cultural and contextual awareness, all elements in Dewey’s constructivist pedagogy. Elias (2009) stated the following:

Ultimately, education is not about producing talented students and the highest test scores; it is about producing talented people. It is about teaching all children to
have the patience, interest, and skills to think about the complex issues all citizens face and to have the knowledge, inclination, and skills needed for civic participation. (p. 834)

Interventions based on self-regulation could promote maintenance and generalization of positive behaviors beyond situations where that behavior is relationally dependent or reinforced. Student self-regulation of behavior is consistent with the definition of character education provided by the U.S. Department of Education (2005), “An explicit learning process from which students in a school community understand, accept, and act on ethical values such as respect for others, justice, civic virtue and citizenship, and responsibility for self and others” (p. 11). By helping students act on these values, character education programs might be effective in reducing problem behaviors in schools and classrooms. (Berkowitz & Bier, 2004) state, “Although character education programs come in a variety of forms with varying efficacy, theoretically derived and empirically validated programs have potential to promote student socio-emotional and academic development” (p. 132). Research shows that youngsters learn moral truths by seeing them enacted in the lives of real people and by reflecting on how this informs their own search for direction (Damon, 2009).

**Struggling Teachers and Students**

No one can reasonably expect students to learn effectively if they are beset by behavioral or emotional problems. These may relate to such regular occurrences as parental illness, divorce, incarceration, absence, or economic hardship, but also to
bullying, pressure to join gangs alternatively, other negative peer groups, or feelings of hopelessness. Because emotional upset cannot be left at the schoolhouse door or placed neatly in one’s locker, it is logical for schools to have programs to prevent these difficulties and promote sound character, and many do. As it turns out, if one analyzes the content and pedagogy of violence, bullying, suicide, substance abuse, smoking, depression, pregnancy, school disaffection and dropout, in addition, related prevention and character education programs, it is clear that social and emotional skill development is the critical unifying factor across areas (Elias, 2009).

As noted by Zins, Weissberg, Wang, and Walberg (2003), the need to address the social-emotional challenges that interfere with students’ connecting to and performance in school is critical. Issues such as discipline, disaffection, lack of commitment, alienation, and dropping out frequently limit success in school or even lead to failure. If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals. They can state this because “there is a growing body of scientifically based research supporting the strong impact that enhance social and emotional behaviors can have on success in school and ultimately in life.”

In the K-six public school system, there are numerous accounts of students and teachers becoming disillusioned. They are no longer able to cope with the challenges faced in a classroom environment. A classroom is able to function well when there is a sense of acceptance and respect. Often, students find it difficult to accept one another without having a proper education on how to do so. It is important for students to be able
to read, write and do Math; however, in order to learn these skills, they must first be able to show appropriate behavior. The classroom is no longer a productive learning environment when it is constantly disrupted by disrespect either toward the teacher or toward other students.

Students must be able to accept one another as peers and the teacher as the adult. In classrooms, how well student teacher and student-student relationships are formed determines the degree of acceptance and the strength of the classroom community. (Mashburn, Hamre, Downer, & Pianta 2006; Wentzel, 1998) stated, “Social competence may improve student outcomes because supportive teacher–student relationships help students maintain motivation for academic and behavioral growth, which leads to better outcomes in both domains” (p. 367). When students feel secure in their student-teacher relationship, they are able to seek the guidance of the teacher concerning academics and behavioral issues. They trust the teacher to take care of them and provide a comfortable and safe learning environment. Students are more motivated to attend and pay attention in classes where they feel they are cared for and valued. In contrast, classrooms where students feel singled out, or unaccepted, they may act out, or stop attending classes because they do not feel an emotional connection to the teacher or the classroom environment.

Students can be trained to exercise their best judgment and to maintain behavior that promotes positive character education skills. Student self-regulation of behavior is consistent with the definition of character education provided by the U.S. Department of Education (2005), “An explicit learning process from which students in a school
community understand, accept, and act on ethical values such as respect for others, justice, civic virtue and citizenship, and responsibility for self and others” (p. 11). By helping students act on these values, character education programs might be effective in reducing problem behaviors in schools and classrooms. (Berkowitz & Bier, 2004) stated, “Although character education programs come in a variety of forms with varying efficacy, theoretically derived and empirically validated programs have potential to promote student socio-emotional and academic development” (p. 72).

However, after implementing character education on a consistent basis, teachers reported seeing dramatic results. Students' learning and demonstration of positive behaviors have improved, increasing their time on task and enjoyment of academics. Children are more accepting and respectful of one another. They learn to develop compassion and a sense of responsibility for their choices and actions. Character education helps create a calmer and more caring atmosphere that helps children focus on learning. Children can build more and closer friendships because they are thinking of others, not just themselves (Brannon, 2008).

**Motivation to Exercise Positive Character**

Students need motivation in order to exhibit certain desirable characteristics. The characteristics focused on during character education programs require motivation that lasts over various settings and periods of time. What forms of motivation work for students? Does it require a simple pat on the back or a “good job!” or does it need something more substantial like the opportunity to win a prize or receiving public
accolades? Many character education programs focus on the use of stickers or awards for displaying positive character. Often school assemblies recognize students who have displayed exceptional character or citizenship. Do these awards motivate students or are students intrinsically motivated? Brannon (2008) explained, “As one teacher put it, "I cannot tell you who taught me to answer inferential questions; however, I can name every teacher who made me believe in myself and taught me how to be a better person!"” (p. 7) Elias et al., (1997) stated, “The Collaborative for Social and Emotional Learning also has conducted a series of site visits of schools throughout the United States that were strong academically and strong in building students’ social and emotional strengths and character” (p. 2). The schools were characterized by five main characteristics. Understanding them can help direct policy toward creating schools that are most likely to achieve overall excellence. Elias et al., (1997) concluded the following:

1. They have a school climate articulating specific themes, character elements, and/or values.

2. They have explicit instruction in social-emotional skills.

3. They have explicit instruction in health-promotion and problem prevention skills.

4. They have systems to enhance coping skills and social support for transitions, crises, and resolving conflicts.

5. They have widespread, systematic opportunities for positive, contributory service. (p. 5)
In addition, many of the schools had strong parent education and parent involvement components. They used approaches that allowed parents to learn about, and also develop, the same social-emotional skills that their students were learning in school (Elias et al., 2005).

Moral reasoning includes respecting the rights of others in the same way that you expect them to respect your rights, the Golden Rule; refraining from disreputable behavior so you will be known as a person of integrity; upholding rules that are necessary for social harmony and justice; and having compassion for peers who need the goods you might steal from them. When a teacher conveys such principles to a student, the teacher conveys both an understanding of how decent societies work and a program for a life of good character (Damon, 2010). According to Nucci & Narvaez (2008), “Moral and Character Education raised awareness that educators must be concerned with the congruence of learning and the learner’s perception of himself or herself as an individual with values and an identity” (p. 14). Incongruent material has a low likelihood of retention and generalization. Goleman’s (2006) popularization of emotional intelligence began to put a long-overdue spotlight on the pervasive role of emotion on how and what students learn, influencing attention, focus, and retention. Connections to research at the physiological level are growing stronger as methodologies for investigating emotions grow more sophisticated (Kusche & Greenberg, 2006). Recently, Davidson (2007) provided initial evidence, from imaging studies, that Social-emotional Comprehensive Education programs sustain their effects in individuals by producing changes in brain structure and functioning. Memory is impaired by high degrees of anxiety and stress, and
learning is enhanced by calmness and cooperation. Whereas these findings have been more easily demonstrated in adults than in children, research into the latter is advancing rapidly (Elias, 2009).

More than a decade ago, Sylwester (1995) pointed out that memory is event-coded, linked to social and emotional situations, and that the latter are integral parts of larger units of memory that make up what we learn and retain—including and especially what takes place in the classroom. He explained the following:

By separating emotion from logic and reason in the classroom, we have simplified school management and evaluation, but we have also then separated two sides of one coin—and lost something important in the process. It is impossible to separate emotion from the other important activities of life. Scientists have now replaced this duality with an integrated body/brain system (p. 75).

Recent work in understanding the functioning of the brain and its role in learning have only provided further evidence of the role of social and emotional factors in academic accomplishments (Goleman, 2006; Kusche & Greenberg, 2006). These findings are being borne out in a growing body of research (Elias, 2009). Research has also found that community service programs, especially when combined with reflection about the significance of serving others, are powerful supports for character development (Damon, 2010).

In order to motivate students to participate in Character Education, it is also important to include parents in the process. Some of the strategies suggested by Brannon (2008) include:
1. Add a component of what you teach about character education to homework, including a family discussion or activity.

2. Share what you do in class with parents through a newsletter or Website. Make character a regular topic.

3. Let parents know about class rules, consequences, and ways they can help. This will help achieve the consistency needed to truly influence students' thinking and behavior. "If character education is strongly enforced at school but not at home, students are confused about what rules to follow. Kids need to know these are expectations, regardless of where they are."

4. Invite parents to serve as volunteers, so they are continuously exposed to terminology and expectations for behavior.

5. Plan events related to character education that parents and children can attend together to practice and discuss what they are learning. The events do not need to be elaborate, and often provide a safe "first step" for parents. (p. 56)

**School-wide Character Education Program**

Effective prevention and character building do not occur solely as a result of programs. They require a school climate that is challenging, respectful, caring, and engaging for both students and staff members (Elias, Utne-O'Brien, Weissberg, & Watson, 2006). Furthermore, research is beginning to show school climate as a pivotal mediator of academic success (Cohen, Sherblom, & Marshall, 2006). This point has been central to Kozol’s (2005) arguments about the tragic impact of No Child Left Behind’s
emphasis on skill drilling and test preparation on the education of inner city youth. Elias (2009) stated, “Schools must be thought of in an organic and systemic way, not simply as an interchangeable collection of students, teachers, and programs” (p. 840). There are examples of the opposite sort, that is, schools that pay too little attention to what students know or care about. These schools try to reach students with language that is too removed from their own motives and experiences. In such cases, no bridges at all are built, and the students ignore or misunderstand the schools’ messages (Damon, 2010). In order for Character Education to be the most effective and beneficial, it must be implemented school wide. When Character Education skills are reinforced across the school, students are able to practice these skills at all times. They are reminded in their PE, Music and Computer classes about the importance of developing and displaying positive character. Students also feel that they are part of a team when they are able to participate in school wide character building activities. A sense of belonging is essential for students and it one of the goals of character education. Students should feel that they all belong together and contribute to the school. Character education is important, even if implemented in just a single classroom; however, it is more powerful when it is taught at the larger scale.

Fairbanks, Sugai, Giardino, & Lathrop (2007) explained, “Interventions based on the principles of behavioral psychology attempt to alter behavior through manipulating environmental stimuli that precede or follow behaviors” (p. 290). These interventions strive to decrease problem behaviors of individuals, groups of students, or entire systems. A popular approach that has proven effective in facilitating better behavior within schools is School-wide Positive Behavior Support (Sugai & Horner, 2006). This approach
prevents or remediates problem behaviors within an entire school (Lewis & Sugai, 1999) by clearly communicating positively stated rules and implementing school-wide contingency systems. Schools select positively stated mottos, communicate expectations for and model examples of appropriate behavior, and provide extrinsic incentives for engaging in positive behavior (Lewis & Sugai, 1999). Damon (2010) explained the following:

When civics is taught through the lens of a student’s own concerns and experiences, it comes to life. For example, the civil rights movement of the 1960s taught thousands of young people—many of whom had experienced discrimination in their own lives—valuable lessons about constructive civic participation and democracy that have lasted them a lifetime. (p. 38)

Moral and Character Education must consist of more than skin-deep efforts that ask students to merely recite virtuous words such as honesty, tolerance, respect, courage, and so on. Moral and character education need to engage students in activities that help them acquire regular habits of virtuous behavior. Such active engagement nurtures students’ capacity to make moral choices freely (Damon, 2010).

According to Brannon (2008), school can create a school wide effort toward Character Education through the following methods:

1. Reach out to the community. Hold parent education nights. Many districts offer monthly or quarterly meetings to address character education and ensure that parents, teachers, and children share the same language and expectations.
2. Provide materials to teach character education. Many books, videos, and character education curricula make adding character education possible.

3. Allow at least several days a week for addressing character education. Many teachers use as little as ten minutes to teach lessons that have dramatic impacts on their students and classrooms.

4. Set consistent school-wide expectations using language and expectations everyone knows. All school personnel should be aware of the school's expectations regarding character. This ensures consistent expectations and reinforcement of students' behavior. Consistency across grade levels and subject areas is necessary to truly influence the entire school community.

5. Value character education as being as important as academics and test scores. Encourage and recognize teachers' efforts to develop the "whole child" and positively affect the school community. (p. 8)

To fulfill their character education missions, schools should make special efforts to provide students with these sources of inspiration, enabling young people to discover their own admirable purposes. Once young people are committed to truly noble aims, they will not need external injunctions to walk the straight and narrow path (Damon, 2010).

**Strategies to Improve Classroom Community Using Character Education**

What is a classroom community? Why is it important? How does character education relate to a classroom community? There are many correlations between the
two. Positive correlations have been suggested by previous research studies. A classroom
community is students’ sense of connection to, being valued by, and having influence
with their classmates and teacher. Children with a high sense of community feel
personally known and respected. They believe they have a significant say in class
planning, decision making and problem solving. They believe that their fellow students
care about them and care about learning (Schaps, 1999). Lickona (2005) explained the
following:

The quality of the work we do is influenced by many factors, including our skills,
the presence or absence of a supportive human environment, and “performance
values” such as diligence, preparation for the task at hand, and commitment to the
best of which we are capable. (p. 5)

A strong sense of classroom community contributes to positive student outcomes.
Students who have it do better than students who do not. Moreover, teachers who are
more successful at creating it are better at helping their students to grow both ethically
and socially as well as academically (Schaps, 1999). The goal of classroom communities
is mainly to form relationships between the individuals in the classroom. When positive
relationships exist, a sense of respect and trust is evident. Students not only trust and
respect each other but also their teacher. Character education is related to classroom
community since it also has the goal of developing a sense of trust, respect,
responsibility, fairness, caring, and citizenship. These core values are the same values
established in a classroom community. Character Education can be incorporated into the
classroom in many other ways as well. Thomas Lickona, of the Center for the Fourth and
Fifth Rs ("respect" and "responsibility"), identified nine classroom based components of a comprehensive character education program: Teachers should act as models and mentors for students; create a classroom that provides a supportive moral community; use discipline as an opportunity to teach about moral reasoning; encourage democracy in the classroom; teach character across the curriculum; utilize cooperative learning when teaching; provide opportunities for moral reflection; teach students about conflict resolution; and encourage students to take pride in their work (Brannon, 2008, p. 7).

What effect does a classroom community have on students? Students are more successful academically and socially in environments that are positive and nurturing in contrast to hostile environments that are sabotaged by aggression, disrespect and a sense of being excluded. According to research by Schaps (1999), students in twenty-four elementary schools in six districts around the country were tracked. Each year for several years, students' sense of community and many of their developing characteristics and capacities were measured. Students who experienced a greater sense of classroom community also showed a greater liking for school, greater enjoyment of class, stronger learning motivation, greater concern for others, better conflict-resolution skills, stronger commitment to key democratic values, higher sense of efficacy, and more frequent altruistic behavior. Cooperative learning when teaching; provides opportunities for moral reflection; teach students about conflict resolution; and encourage students to take pride in their work.

Research has also shown that the achievement gap between low income and wealthier students can be diminished using classroom community. In this study, schools
serving low-income students typically showed lower levels of classroom community than schools serving children that are more affluent. Even so, one school serving a very poor area was able to create a high level of community spirit. This school showed a remarkable ability to close the gaps in performance and attitude that are often found between low income and wealthier students. Schaps (1999) stated, “This suggests that creating a high sense of community may help greatly to "level the playing field" for poor children” (p. 8).

According to Schaps (1999) classroom communities can be developed using several strategies. Some that have been recommended are:

1. Systematically build relationships with the children by sending welcome notes, having lunch with students, and celebrating successes.

2. Involving children in setting expectations, planning and problem solving by conducting periodic class meetings, organizing “independent learning days,” in which students work on self-selected and planned projects.

3. Help children to get to know each other's strengths and interests, and also the teacher's, by introducing a “Special Person of the Week,” or having students bring meaningful artifacts from home to share with peers.

4. Downplay competition and public comparisons among children by avoiding public display of charts displaying units completed so far by students, including all students’ work in appropriate displays and minimizing competition-based games to as a way to motivate learning.
5. Involve all children in helping and taking responsibility by involving all students in brainstorming and decision making activities and by allowing all students to assume varied roles and responsibilities in the classroom. (p. 9)

Involving students in the classroom allows them to take pride in the classroom and school environment and creates a sense of ownership. When students are focused on creating a classroom community, they are more willing to work with each other, take responsibility, maintain trust and problem solve.

The quality of a classroom, as characterized by teacher sensitivity, lessons that fit students’ emotional and academic needs, stable routines, teacher-monitored engagement, and proactively managed behavior, was consistently linked to engagement in learning (Downer et al., 2002). Moreover, efforts to facilitate social competence within the classroom led to improved academic and behavioral outcomes (Brock et al., 2004). Social competence may improve student outcomes because supportive teacher–student relationships help students maintain motivation for academic and behavioral growth, which leads to better outcomes in both domains (Mashburn, Hamre, Downer, & Pianta 2006; Wentzel, 1998).

Throughout history, and in cultures around the world, education rightly conceived has had two great goals: to help students become smart and to help them become good. They need character for both. They need moral character in order to behave ethically, strive for social justice, and live and work in community. They need performance character in order to enact their moral principles and succeed in school and in life. Virtue, as the ancient Greeks pointed out, means human excellence. To be a school of
character or a community of character is to strive to be our best and do our best in all areas of our lives (Lickona, 2005).

**Summary**

The purpose of this paper was to review the research behind the importance of and ways to establish a commitment to Character Education, current struggles of teachers and students in regard to character in the classroom setting, strategies utilized to motivate students to display positive character, the importance of school wide Character Education programs, and the effects of Character Education on building a classroom community. The literature review provided a context for the topic in five key areas that affected Character Education. The next chapter presents the background and explains the sections of the handbook that will be created and informed by this research and the available literature on the topic.
Chapter 3
DEVELOPMENT OF THE PROJECT

This project was developed with the support of the literature review which was conducted. The educational research conducted supports the importance of character education in school and the positive impact it can have on the classroom environment and student relationships. The literature review has brought forth a number of effective ways in implementing a character education program. The strategies that were commonly discussed in the research supported the need of a whole school character education program. The literature also focused on the need of character education as a motivator for student success. Taking these strategies in consideration, the sections of the handbook have been created. The sections focus on the areas that would be the most valuable to an educator who aims to implement Character Education in the classroom. The reason each section was chosen is included in the beginning of each section. Each section of the handbook is supported by relevant research. In conclusion, the process for the creation of the handbook and how it can be utilized in the future is included as well.

In the past, I have observed Character Education implemented in many different school at many different levels. The programs focus on different topics either for a specific time period or have different activities and awards associated with it. The guiding research question for the research conducted to create this Character Education Curriculum Handbook was, “What instructional strategies motivate students to participate in Character building activities?” The three primary areas of research that I focused on
were: (a) school wide character education programs, (b) strategies to motivate student participation in character building activities, and (c) strategies to help struggling students.

The following five subsections were also investigated and called upon to bear evidence on the primary research question:

1. What research-based strategies motivate students to display positive character?
2. How can a Character Education survey/values inventory be done with students to help teachers understand their student’s interests and challenges and help them develop positive character?
3. How can character-building activities be used to optimize the classroom community?
4. How can a Character Education program be implemented successfully school wide?
5. Can character-building activities have an impact on the motivation of students?

Literature Summary

The literature presented evidence that the students gathered most of Character Education programs which included the entire school community. When all of the staff as well as the students are involved in the Character Education program, they are able to guide all of the students according to the same behavior expectations. The students are all aware of what is expected of them, how they can learn to demonstrate the desired
behavior together and then put their knowledge into practice. Creating a school community of Character Education is effective because students hear the same messages and are guided by the same expectations.

The research literature stated that Character Education serves as a positive form of practicing life skills. Students need to be taught how to strengthen their character traits because they will need to use these skills in their lives. Educators play a major role in shaping the character of students and they can be positive role models if they truly believe in the goals of Character Education. An interview of middle school students showed evidence of how students can easily sense if their teacher truly believes in the Character Education lesson or program or is uncomfortable or bitter about having to teach something that they really don’t believe in (Romanowski, 2003). These students reported that the Character Education program would be more useful to them if they were taught Character traits in a more relevant manner. They do not believe that they would be motivated to change their character based on posters plastered on the walls, stickers and pencils with Character themes and lesson plans that focus merely on vocabulary terms and recitation. They want Character Education to be a part of their academic lives; however, it should not be compartmentalized in such a manner that it isn’t relevant to other subject areas as well in the student’s lives. Character Education should be integrated in various subject areas so that students can see the multitude of uses of Character Education.

Additionally, Character Education can increase student engagement and comfort in a school environment. When students form a classroom community, they are able to
develop better relationships with their peers and their teacher, as well as other adults at the school. With a sense of better relationships, students are able to develop more motivation to attend school and to do well academically. When students and teachers are looking out for each other in each other’s best interest, the learning environment becomes one in which all of the students feel comfortable enough to take risks and admit their challenges as well. A discussion with students can quickly point out areas in which the students feel comfortable in their interactions with each other and their teacher. Students can also share how there may be areas in which students need more support. There may be a specific problem that the students of the class are unable to manage. This area of weakness can and should be addressed first and foremost. Students can voice which character theme they believe they need to develop the most as well as what character trait they believe they need to strengthen as a class. Observations of student interactions and a closer look at the most common source of conflict and disruption in the classroom can also direct the area of Character Education which should be utilized to address the problems at hand.

As a result, Character Education is not only essential as a source of unity, confidence, resiliency, and community, it is necessary in every aspect of school life. The lessons learned from an effective Character Education program are life-long. Students will not only remember the lessons themselves but also the commitment their school and teacher showed toward Character Education. When student can see that their teachers valued character education and used as many engaging methods as possible, they will internalize these lessons much more and be able to use it in their lives. It is important for
students to see that there is a connection between what they are learning in school and their life outside of it.

Considering these aspects of an effective and ineffective Character Education, the sections of the handbook were designed. The handbook utilizes the suggestions offered by the research. The main objective of the handbook is to offer lessons that are effective in reaching the students as well as make it the most accessible to educators.

**Project Design**

When my research and literature review was conducted, I then prepared the materials that had been researched, collected, and began to develop my handbook. I have shared my work with colleagues, instructors, and principals and incorporated their suggestions and feedback into this project. The sharing of this handbook has allowed me to expand and summarize certain sections of the handbook as per feedback. The final product is a handbook that provides teachers with research based strategies and supporting background knowledge that have been proven effective. The Character Education Curriculum Handbook provides teachers with necessary instructional strategies that help establish an environment of respect, care, trustworthiness, responsibility, and fairness. In conclusion, I discuss how incorporating Character Education in the classroom establishes a stronger knit classroom community.

**Introduction**

The handbook contains an explanation of the themes used in distinguishing the lessons. Each of the themes reflects a core Character Education value that is essential in
developing a strong character. The separate sections of the handbook pertain to each individual theme and an explanation of how the theme relates to the larger context of Character Education is also included as a preface.

**Respect**

The following section provides educators information about how the concept of respect can be taught to students in a quick and effective manner. Messer (2001) relates character to the concept of self-respect. He defines self-respect as “the feeling that one is a worthwhile human being in spite of one’s faults and imperfections” (p. 265). Students need to be taught that they must take pride in their effort and abilities first before they are able to apply these feelings toward others. A student who does not respect oneself will face greater challenges respecting the effort and abilities of others. In classrooms, where the students have established respect toward themselves and others, a greater sense of classroom community is established. With increased respect, there is also increased care, trustworthiness, responsibility, and fairness toward each other.

**Care**

This section focuses on the importance of care in the classroom environment. According to the definition stated in the Six Pillars of Character Education by Dr. Thomas Lickona (1991), “Caring is displayed through compassion for others, kindness, empathy, charity, forgiveness and gratefulness” (p. 3). Care needs to be taught to students in a manner in which they experience the characteristics which are being taught. Service learning is an excellent method in teaching students about care because it allows them to experience it. Service learning serves as a vessel in which students are transported to new
learning environments in which they choose a plan of action. This new approach to Character Education gives students a real life experience rather than focusing on solely textbook concepts.

**Trustworthiness**

The section on trustworthiness is essential in tying in the concept of caring and respect. This concept can be easily tied into collaborative activities and sports. Team sports and collaborative require each participating member to be trustworthy. Not only do the students need to be taught to trust others but they need to establish trust within themselves and gain trust from others. Self-reflection is a guiding concept that allows trustworthiness to develop.

**Responsibility**

The theme of responsibility is often emphasized in most Character Education programs. Responsibility; however, is a skill that must be taught first hand. The students benefit from having leadership and the ability to choose their own action plans when participating in character building activities. They need to first decide what responsibility means to them, where it exists in their lives and what capabilities they have that will allow them to fulfill their responsibilities.

**Citizenship**

This theme is often included in most Character Education curriculum; however, it is often taught in very rote types of activities in which students are given worksheets to fill out or simply memorize rhymes and songs. The students need to firstly understand what citizenship means and then apply the skills necessary to demonstrate citizenship.
The opportunities that are provided need to appropriate and relevant to the age group of the student. The student should be able to demonstrate citizenship at their level of understanding.

**Fairness**

This final theme of the handbook ties in all of the themes together as it incorporates the concepts learned and relates them to fairness. Fairness is essential in any environment as it allows all of the members to feel confident and secure. They know that the requirements placed upon them are fair and everyone is held to the same standards.

When students use rules in the classroom and in school, they should be able to justify those rules according the concept of fairness. When students decide on the rules as a collective group, they feel more ownership toward them and are more willing to follow them.

The lessons are organized by sections. The first section provides a definition of the strategy. The second section defines the purpose. The third section explains the process of implementing the strategy. The fourth provides follow-up activities. The fifth section includes further information about the topic. The sections have been organized in such a manner to make it easily accessible to teachers as well as make it useful. Examples of the strategies are provided in order to provide teachers with a visual model of the strategy being utilized.

**Teacher Resources**

The final section of the handbook provides educators with a list of literature resources that are useful in gaining further information as well as extended materials to
teach the Character Education lessons in a K-Six classroom. The list of web related resources provide excellent additional lesson plans as well as extension activities. The resources that are included are useful in implementing the Character Education program with premade activities and tools. The resources have been carefully chosen for their ability to effectively and quickly reinforce Character Education topics. Teachers may need additional information on the Character Education topics in order to develop extensions to the lessons provided or create lessons of their own. The resources in this section aim at providing a list of relevant information which can be used to gain more knowledge about Character Education related topics. Students will also benefit from a variety of resources which they can use to utilize to practice and apply their Character Education skills.

Students require lessons that are interesting and personal in order to keep them engaged in the learning and applying the learned skills. In order to meet the needs of students, it is important to provide them with resources that they can utilize as well to learn more about the relevancy of the Character Education topics to their life. Students need to be able to connect to the topic in as many ways as possible. The section of resources includes some resources for teachers to use in order to provide students with more ways to connect to the curriculum and complete extension activities.

**Plan for Implementation and Dispersion**

The purpose of this paper was to review the research behind struggling students and teachers, motivating students to exercise Character Education skills, the importance
of a whole school Character Education program and the most effective strategies to motivate students to display strong Character Education traits. The result of the research is the handbook which will be made available to my colleagues at my school site. The goal is to turn the handbook into a Power Point presentation and to give in-service trainings at staff meetings at my school site as well as other schools. I will be providing each participant in the staff development a feedback form. The feedback will allow me to make changes to the presentation before sharing it with other school sites.
Chapter 4
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This project required much research and the consideration of various factors at play that affect the effectiveness of a Character Education program. The research, however, has offered insight into the struggles of both teachers and students in being able to teach and practice effective Character Education skills. This handbook aims at addressing the needs of these very students and teachers. The lessons included in this handbook are short, simple, and engaging. In this chapter, there is a discussion of the significance of the project, a summary of the findings, the limitations, recommendations, and conclusions.

Discussion

The findings of the research suggest the Character Education is a topic that many educators value yet, they are somewhat pressured to meet other demands that push Character Education into the background. With the busy schedules of teachers these days as well as the demands of standardized testing and API scores, not much importance is placed on Character Education. Educators need a quick, effective method to teach these important character traits.

The effectiveness of Character Education programs can be evaluated by a set of criteria. Often, the most effective Character Education Programs are those that the students are engaged in and find personal meaning and connection in. The teachers must also model the character traits, show their belief in the Character Education Program as
well as create connections between the traits and real life experiences for the students. Students can easily pick up on the enthusiasm or the lack of enthusiasm of the teachers. They are also quick to notice when teachers are not practicing what they preach.

Students believe that Character Education Programs hold value; however, the common form of recitation, worksheets and crossword puzzles are deemed ineffective and a waste of time by many students. They don’t believe that posters and worksheets have the power to change their character. What students want to see in the classroom is engagement, excitement and relevancy. They want to know if what they are learning holds value to them in their personal lives. Will they be able to make a positive change in the lives of others and their own if they practiced good character and worked at developing these skills? A study conducted with high school students has revealed that many students avoid Character Education lessons mainly because they believe most Character Education lessons rely too much on key words, posters, worksheets, stickers, recitation and shallow busy work (Romanowski, 2003). They don’t believe educators focus on the more hard hitting areas of developing character. In their opinion, teachers follow a much scripted lesson format, in which they focus only on the points that are mandatory and often accept the only one acceptable answer to the ethical dilemmas discussed in the lessons.

The need for an engaging and relevant curriculum is necessary. It is not that students are not interested in Character Education; they are uninterested in the way that it is taught. Students also prefer a Character education curriculum that is weaved into the existing academic curriculum rather than a separate Character Education curriculum.
Relevant class discussions are preferred over textbook reading. Students make many
more personal connections when they share and hear about experiences that have
occurred in real life. The added interest value is what truly drives an effective Character
Education program. The needs of the students must be met in order for them to gain from
the learning experience. If they are being taught in a manner which is uninteresting or
superficial to them, they will not engage no matter how important the topic is to their
future or current life.

Guest speakers are also a powerful way to infuse realism in Character Education.
When students are able to hear messages and stories about personal life experiences, they
are able to create a connection to what is happening in the real world to the Character
Education concepts they have been learning about. The media can also be useful in
engaging students as they are more likely to pay attention to messages by their favorite
actors, singers and other media personalities in comparison to reading messages from
generic posters, worksheets and textbooks. Teachers have been successful using clips
from popular cartoons and movies to teach about character traits.

The goal of Character Education is to make students aware of character issues.
Students need to know that there are important character traits that can be utilized in
circumstances; however, these skills must be developed through discussion and practice.
The benefit of having a strong Character Education base plays a role in the future of the
students not only in regard to their academic lives but their personal lives as well. How
these students are trained will determine how the future generations will be trained as
well.
Summary

This project provides educators the research behind building a classroom community and increasing the motivation of students utilizing character education in a useful manner. Educators can gain a better understanding of the research that supports Character Education in the classroom. By utilizing the research and the strategies discussed in the handbook, educators can create a learning environment that incorporates the essential traits of character. The teachers will be able to teach Character Education lessons in short periods of time and gauge how effective or ineffective the lessons are based on observations of student participation and interest level. Educators who utilize the lesson plans will be able to address the six ethical values that are essential in defining a strong understanding of Character Education in an engaging and relevant manner.

Furthermore, the handbook provides teachers with the research that support Character Education teaching in schools and the benefits of it. The handbook can be used as guide for developing further lessons plans that support the interest level and goals of an effective Character Education lesson plan. Teacher can use the lesson plans to extend the lessons as time allows. The references that are cited in the handbook will provide teachers with additional information on and related to the topics discussed in the handbook. The websites that have been used in the lesson plans can also be used to engage students in Character Education and to develop their background understanding of the topics being learned.
Limitations

The limitations of this project include the ability for teachers to gain access to the handbook and to persuade them to use it in their classrooms. Teachers have to be given enough evidence and accessibility to the handbook in order to feel comfortable enough to teach the lessons of confidence and enthusiasm. It is the teachers who are the presenters of information and depending on their personal attitudes toward Character Education and their schedules, the delivery of the lesson plans will be affected. Another limitation of the handbook is that it is difficult to teach each of the ethical values as completely as another. Though all six ethical values are addressed, there are variations in the types of lessons that can be developed for each of the ethical values. There is also no discussion of addressing disagreements over Character Education being taught in the classroom-how to appease parents who believe that Character is the sole responsibility of parents.

Another limitation is that this handbook targets the K-Six school population by focusing on activities and lesson plans that address the learning needs of this age group. Teachers of middle or high school students will need use the handbook as a resource for the research based strategies that it offers and modify the lesson plans accordingly. The list of resources which includes websites and videos can also be useful to teachers who may teach a different age group than the one that the handbook addresses. The handbook may still be useful as an example; however, the teachers will need to create lessons or modify the ones that exist to utilize it for their classrooms.
The handbook was designed with the intention of reducing as much bias as possible; however, there may still be bias present in the ways in which the lessons are designed.

**Recommendations**

Further research in designing and implementing effective Character Education lessons is necessary. Considering different types of lessons that can be used to engage students, what types of lessons are most engaging and effective for K-Six students should be asked. Character Education curriculum developers need to always be attentive of the needs of the student population. Character Education textbooks and handbooks should incorporate high interest and relevant activities. The opportunity for students to apply their knowledge is essential to the purpose of Character Education. Activities such as service learning should be included in lesson plans whenever possible.

Educators and administrators should always be mindful of their personal attitude toward Character Education and how their modeling may have positive and/or negative results toward the students. It is also necessary for schools to remain committed to a Character Education program which utilizes engaging and relevant Character Education lesson plans. Schools can also enlist the help of parents. Parents need to discuss the concepts being learned at school in order to reinforce them at home. Parental involvement will help support the efforts at school, as well as showcase the importance of Character Education in our conversations and lives. In order for students to apply their knowledge,
they must also be provided with the opportunity to practice discussing their ideas and reflections on the topic.

Furthermore, Character Education should be given as much time as possible during the school day. Character needs to be taught to every student in every classroom because the benefits produced are worth the effort, time, and commitment put toward Character Education. Students in the youngest grade level to the oldest benefit from Character Education. Students need to be able to understand and develop their Character Education skills at the appropriate level. Hence, each lesson should be tailored to meet the needs of the learning group.

Suggested Research

There are many other areas under Character Education which are available for research. One of the important areas is what other activities or methods can be utilized to motivate students to display positive character traits. Questions regarding the age, gender, family size and socioeconomic levels of students need to be addressed. Access to problem solving outlets is necessary for students that are facing challenging times and situations. Another important area of research would be to examine the correlation between students receiving Character Education training in schools and their academic achievement level as well as their behavior records. What impact does Character Education training have on creating academically successful students is another area that is necessary to be considered.
In addition, further research needs to be completed on what other strategies can motivate students to participate in classroom community building activities. In what ways can teachers get students involved in putting forth genuine effort to display positive classroom community building skills? How can students support each other in classroom activities?

Teachers need to place more responsibility on the students in becoming character driven individuals. They must be individuals who not only learn about character traits but apply them in unsupervised situations. The essential goal of Character Education is develop students into individuals who are strongly aware of their ability to use positive character traits and to utilize these skills for the benefit of themselves as well as others.

Educators must continue to ponder the research questions that need to be asked regarding Character Education. Additional research is the most effective way to gain advancement in the areas being studied. When educators continue to research and develop strategies and curriculum, the schools and students will benefit immensely. The administrators should view the research conducted as useful tools and beneficial advancements and support the educators that take upon such an important task. It is necessary for researchers to share their insights with the professionals in the field.

**Conclusions**

The strategies shared in the handbook have been developed with relevant research and study of related concepts. During the researching and reading of the material used in this project, the author was able to gain a more precise understanding of the impact
Character Education has on the development and academic motivation of the students. The author has become more aware of the absence and minimal presence of Character Education lessons in most classrooms and has gained insight on what elements of the lessons are desired by the students. The knowledge has allowed the author to focus on the most engaging aspects of lessons plans and use those to create a curriculum plan that will be beneficial to both students and educators.

Discussing character and Character Education with the students, providing lessons that incorporate the personal experiences of the students, including opportunities to apply the Character Education skills in service learning projects and making Character Education a part of the regular classroom conversation are essential in developing a classroom that is truly teaching and practicing Character Education traits. As teachers, it is necessary for students to see and believe the traits that are being taught. Teachers serve as the models of character and when students can see their teachers being true to their word, they will also place value upon Character Education and the lessons being taught in class. There is a deeper connection between Character Education lessons and real life models when educators and administrators remain committed to the efforts of the program. When there is a disconnect, students can easily sense that what they are being taught does not come from a credible source. Students need to know that the purpose of Character Education is to train them to use skills for making sound judgments when dealing with situations. Students need a model, a guiding hand, an opportunity to discuss and solve their problems and develop resiliency against the challenges that they will face in their lifetime. The purpose of education is to prepare the child as completely as
possible and without the proper training in developing one’s character the goal of
education will remain unfulfilled.
APPENDIX

Character Education, Teaching Effective Lessons to Build the Classroom Community
K-Six: A Handbook for Teachers
Character Education, Teaching Effective Lessons to Build the Classroom Community K-Six:
A Handbook for Teachers

By Manpreet K. Kumar
California State University, Sacramento
Dedication:

This handbook is dedicated to the educators and students who struggle with the aspects of school and school life which are based on the essential traits of character development and who are in need of an avenue for developing and helping others develop these skills.

It is also dedicated to the numerous educators and administrators who place a value on Character Education and continue to implement it in their schools and classrooms regardless of the lack of time or resources.
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INTRODUCTION

Purpose of this handbook

Students who are constantly getting in trouble and educators and administrators who are plagued with headaches from dealing with such students can find some solace in knowing that these challenges can be lessened with lessons that implement and teach Character Education. Character Education is an essential yet a missing factor in the education system today. The students that are constantly being told to be respectful or responsible need to first understand what these concepts mean. They need to be able to define these terms with the guidance of their teacher, view examples of it in action and have the opportunity to learn and practice these skills in real settings. The concepts of Character Education are powerful and effective yet when these concepts are taught with mediocre methods, students are left wondering what the purpose of the terms and the lessons are.

Students need engagement in their learning. They do not want to pay attention to something that they don’t think will have any use for them in the future. In other words, they do not have the time or care for filler work and neither do educators. Students want to see the value in giving their time and attention to their classroom lessons and educators want value in what they are teaching. In order for both students and educators to find a common ground, the structure of Character Education curriculum needs to be modified. Lessons that allow students to define, as well as change the definition of terms in order to make it more relevant are what makes the most difference for students today. Just as
mentioned earlier, students cannot be expected to exhibit behavior that they haven’t learned.

This handbook serves as a model for developing Character Education lessons that allow both students and teachers to view Character Education with a new perspective. The curriculum has been reinvented in order for more opportunities for student choice, relevancy, and contribution toward developing a classroom community. Classroom community is very strongly based on the concepts of Character Education. When students learn and exercise these traits, they are effective in creating a classroom community. The lessons included in this handbook are only a sample of the possibilities that can become an improved Character Education curriculum. These lessons are grouped by theme so that any educator who needs or wishes to focus on a certain area of Character Education can do so. A variety of lesson plans are included in the handbook to showcase the different ways in which Character Education can be taught.

The purpose of this handbook lies in reinventing the concept of Character Education and empowering educators and students with the skills learned through Character Education. The handbook begins by offering a definition and a purpose of each Character Education trait and also how it relates to the development of the classroom community. The next sections focus on two model lesson plans for each of the six pillars of character. In conclusion, where to find related literature and well as well related resources are included. Each of the six character traits is a separate section of the handbook in order to allow easier accessibility to the lessons. Again, educators can choose to focus on a particular trait that the students are having difficulty with or review
a trait as part of a school wide goal. The handbook offers various ways to teach the lessons so that the students remain engaged and the educators aren’t bored with the rote methods of teaching.

The final sections are resources that are especially useful in developing further lesson plans to build a classroom community and teach character based lessons. The related literature book lists have been included since they can make a difference in the delivery of the lessons and how it engages the students. These resources are part of the resource bank of the busy teacher and can be utilized in any and/or all of the lessons. The literature resources can aid in motivating students to participate in Character Education activities, create discussion ideas to aid collaboration among groups and increase aspects of the classroom community through group reading and writing activities.

Teacher resources are included at the end of the handbook so that educators who wish to seek additional information on lesson plan resources as well as further information on each of the Character Education traits can access it. Most of the resources mentioned are updated and relevant to the students of today. These resources are web related so that they are highly engaging and provide content at the interest level of the students. The students also enjoy learning through the use of technology and students have greater opportunities to engage with the content individually. Opportunities to role play online and to read about ways to deal with situations that may arise in their lives allows students a non-confrontational form of outlet. Students today will benefit from having a private form of resource which is supported by the classroom teacher.
How does Character Education Apply to the Classroom Community?

Character Education contains some of the basic essentials of creating an environment that is equitable, motivating, and places responsibility on each individual. Using Character Education integration in the classrooms, students and educators can create and maintain respect, trust, responsibility, fairness, caring and citizenship. The benefits of Character Education are numerous if used effectively. Lickona (2005) states, “In this expanded vision of character education, a school or community of character is one that helps us “be our best” and “do our best” in all areas of our lives” (p. 7).

Character Education lessons must aim at developing the classroom community by placing an emphasis on the roles of both the educator and the students. One of the key factors, which keep Character Education out of the classroom, is the lack of meaningful lessons to build classroom community. The focus is often on developing individual Character Education skills; however, the focus must be on incorporating all of the Character Education topics to create a unified learning community.

It is in a classroom community, where students and educators both feel appreciated and respected for their individual strengths. Character education rests on the principle that teaching for character is important for a society that values democracy. Richardson (2009) stated, “A democratic society is not only based on social equality—its citizens are also expected to behave responsibly, respect other people's diversities, accept what is fair and just, and show concern for the common good by helping others” (p.72).
How does Character Education Correlate to the Motivation of Students?

As noted by Zins, Weissberg, Wang & Walberg (2003), the need to address the social-emotional challenges that interfere with students’ connecting to and performance in school is critical. Issues such as discipline, disaffection, lack of commitment, alienation, and dropping out frequently limit success in school or even lead to failure. If schools only focus on academic instruction and school management in their efforts to help students attain academic success, they will likely fall short of their goals. They can state this because “there is a growing body of scientifically based research supporting the strong impact that enhance social and emotional behaviors can have on success in school and ultimately in life”.

No one can reasonably expect students to learn effectively if they are beset by behavioral or emotional problems. These may relate to such regular occurrences as parental illness, divorce, incarceration, absence, or economic hardship, but also to bullying, pressure to join gangs alternatively, other negative peer groups, or feelings of hopelessness. Because emotional upset cannot be left at the schoolhouse door or placed neatly in one’s locker, it is logical for schools to have programs to prevent these difficulties and promote sound character, and many do.

Recently, Davidson (2007) provided initial evidence from imaging studies explaining the following:

Social-emotional Comprehensive Education programs sustain their effects in individuals by producing changes in brain structure and functioning. Memory is
impaired by high degrees of anxiety and stress, and learning is enhanced by calmness and cooperation. (p. 2)
What does Effective Character Education look like in the Classroom?

Character Education values are life skills, which will allow students to become better students, adults, employees and generally better people. Students need to be taught Character Education because without these skills, students lack a backing to their moral understanding of situations and their lives. Dovre (2007) stated the following:

Education is about helping young people feel they can make a difference in the world.

The purpose of public education is to create a public in which a democracy can thrive.

Character Education is a key vehicle to both goals. (p. 40)

Character Education contains some of the basic essentials of creating an environment that is equitable, motivating, and places responsibility on each individual.

In their personal lives, young people face the challenge of building healthy relationships and a life of noble purpose in a culture that is often unsupportive of the highest values of the human spirit (Lickona, 2005). Students require a well-formed foundation of skills to be able to understand and thrive in such situations. They must be taught the benefit of forming caring relationships with peers and adults, respect for oneself and others and integrity which forms a strong character. Character education includes the affective and the cognitive qualities of a person. Because emotions play an essential role in making final decisions between good and bad choices, children need to be guided as they mature in their social and emotional development. Berk (2007) explained, “Healthy social maturation of children depends upon their learning and internalizing standards of acceptable conduct as well as transferring and applying these standards in directing their behavior in various situations” (p. 13).
According to (Elias et al., 1997), effective Character Education schools have the following characteristics:

1. They have a school climate articulating specific themes, character elements, and/or values.
2. They have a school climate articulating specific themes, character elements, and/or values.
3. They have explicit instruction in social-emotional skills.
4. They have explicit instruction in health-promotion and problem prevention skills.
5. They have systems to enhance coping skills and social support for transitions, crises, and resolving conflicts.
6. They have widespread, systematic opportunities for positive, contributory service. (p. 12)
RESPECT

What is it?

According to Lickona (2011), respect is dignity that is owed to each person regardless of who they are and what they have done. In each situation, a person is expected to be their best regardless of the situation or the unpleasantness of the other person. With respect, the Golden Rule is applied. The Golden Rule states, “Do unto others as you would have done unto you.” Negative actions such as manipulation, humiliation and violence are prohibited. Positive actions such as civility, courtesy, tolerance, acceptance and decency are promoted. The major components of respect include:
1. Civility, Courtesy, and Decency—respectful people listen and treat others with consideration. Coercion, violence and punishment are only used in limited situation in which defending others, maintaining discipline, order, or social justice is necessary.
2. Dignity and Autonomy—people should be allowed to make decisions about their own lives. Information should never be withheld that is necessary for someone else. All individuals, including maturing children should be allowed to make decisions that have an effect on their lives.
3. Tolerance and Acceptance—people should be accepted regardless of their individual differences and beliefs. A person can only be judged on the basis of their character, abilities, and conduct.

Why is it important?

The ethical trait respect is important as it is part of the framework that guides ethical decision-making. One of the Six Pillars of Character, respect is a core value that is a part of a multi-level filter through which decisions are processed. The six ethical values are interwoven and are related to one another. Each of the traits is necessary for proper ethical choices to be made.
Lesson 1

Name Calling

Overview:
- To gain a group understanding of the importance of each individual’s name.
- To reflect as a whole class on the importance of certain names and the emotions attached to positive and negative names.
- To allow each member of the classroom to share the names they want and don’t want to be called by.
- To create an environment that makes all individuals feel comfortable.

Age/Experience Level: Adaptable for K-Six

Time: 15-30 minutes

Materials: Positives vs. Negatives T-Chart (p.1), copied as needed; chart paper and markers; “I want to be called/I do not want to be called” Handout (p.2), copied as needed; pencils

PROCEDURE:

Part 1-Think-Pair-Share (5 minutes)

In small groups, students will think about the following questions for a couple of minutes:
- Who gave you your name?
- Do you know the significance of your name?
- What is the most special thing about your name?
- Are there any nicknames that you prefer to be called by?

After the class has had an opportunity to consider the responses to the above questions, they will partner up with someone and then take a couple of minutes to share the responses to the four questions. After both students have shared with one another, the whole class will come back together and each person will introduce their partner and share the insights gained from the conversation.
Part 2-Group Discussion (5 minutes)

Following the Part 1 Think-Pair-Share activity, conduct a whole class discussion about name calling use the following questions as prompts:

- What did you learn about your classmates today that you didn’t know before?
- What were some of the similarities and differences between the responses of your classmates?
- Why do you think people usually have a story behind their name and where it came from?

Point out in the discussion that even though not everyone knows completely the origin or significance of their name, they do know at least a small amount of information about it. Discuss that importance of names and how it is often the first piece of information about us which we share with others. It is also a permanent part of our life and can hold much value.

Part 3-T-Chart (5 minutes)

When the discussion for the Part 2 questions is complete, introduce students to “Positives” and “Negatives” and ask students to think about what the words mean. Brainstorm with students to fill in the Positives vs. Negatives T-Chart that has the qualities of Negatives of one side and qualities of Positives on the other. Ask students to not only think of examples of negatives and positives, but to also consider how these words make others feel or act when these words are heard. This T-Chart can be completed as a whole class or in small groups.

Once the T-Chart is completed, discuss with students that when someone uses a name we like, or says something kind to us, they are using a Positive because it creates a positive feeling. Discuss that when someone uses a name we don’t like or says something unkind, they are using a negative because the result is we feel negativity afterwards.
Part 4-Handout (5 minutes)

Tell students that the importance of working together to make everyone feel good about themselves makes the classroom a nicer place to be for everyone. Students can help each other feel good by using names that are positive, and that people want to be called by.

Pass out the “I want to be called/I don’t want to be called” Handout, and ask students to write down the names and words that are positive to them (for example, their own name, a nickname they like, and the names that don’t feel good (for example, their name mispronounced, a nickname they don’t like).

Student T-Charts should be displayed on a bulletin board in the classroom for everyone to see, and can be added to or changed as student think of more words to place on their T-Chart.

Adaptation Suggestions:

For lower grade levels:

- Send home a discussion starter handout which would allow parents and students to use and prepare for Part 1 of the lesson. It should contain a message similar to this: In preparation for our lesson about the importance of names on (date), please talk to your child about where your child’s name comes from and why it was chosen.
- In Part 1, instead of pairs, students can discuss their answers in groups of three or four or as a whole class so that more support is provided by the teacher during the discussion.
- The Positives vs. Negatives T-Chart can be completed after a short discussion about what positives and negatives are.
- Part four can be done as a whole class activity in which the teacher records the answers one at a time.
- Part four of the lesson can also be sent home as homework for the parent and child to discuss together and complete.
For higher grade levels:

- During Part 1 of the lesson, students can write the answers to the questions in a paragraph before participating in the Think-Pair-Share activity.
- During Part 2, students can brainstorm answers to the questions and then create connections between responses from Part 1 and the idea that names are powerful words that can be used both as a positive and a negative.
- Students can complete the Positives vs. Negatives T-Chart individually and then meet with other group members.
- For responses on the “I want to be called/I don’t want to be called” Handout, students can offer a brief explanation of why they chose to include each item on the list.
- Students can write a persuasive paragraph about the importance of using positives, and why the class might adopt a “Positives Only” policy.

Extension/Assessment:

- This lesson can be followed with an opportunity for each student to create a “Positives Bag,” which they can decorate and display in the room. Students can throughout the day create positives for one another that they place (anonymously or not) in another person’s bag when they have something positive to say to someone.
- Using the discussion of the origin of names, students can begin writing an autobiography. A description of how they got their name can be the starting point of the autobiography. Student can also include photos or draw illustrations to complement their written work.

Literature can also be utilized to supplement the lesson.
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</table>
“I want to be called/I don’t want to be called” Handout

I want to be called…

I don’t want to be called…
Lesson 2

Being United

Overview:
This lesson has been designed to create a sense of unity and belonging among students. The similarities and differences discussed between students will be used to unite the students. A forum will be created to allow students to talk about name calling and how that affects students. Students will discuss how name calling often occurs when a group or person is being singled out as being different. This lesson focuses on how negatives can be turned into a positives.

Objectives:
• To help students identify similarities with their peers that may have been unknown.
• To create a sense of unity and excitement about being part of a group.
• To establish a sense of classroom community through acknowledging accomplishment.

Age/Experience Level: Adaptable for K-Six

Time: 20-25 minutes (allow more time for extensions)

Materials: Group Suggested Questions Supplement, paper, pencils, color-coded index cards or premade objects, chart paper, markers, clock.

Procedure:

Part 1-Group Activity (5-10 minutes)

The following directions need to be discussed with the class prior to the activity:

The activity is about creating unity among students and allowing each student to find similarities with other students in the group.

• Firstly, students will need to make a large area of open space. Next, students will need to think about an answer to
a proposed question. When given the signal, students will need to find other people in the room who have the same or similar answer. Students will need to move quickly and if a partner is not found during one round, they can easily move on to the next round since it is a quick activity.

- It is important to establish a visible signal so that students know when to stop moving and talking.
- Do a couple rounds of questions, so that students are somewhat divided into groups.

Part 2- Small group brainstorming (10 minutes)

- Create class discussion with the students, pointing out that the students share similarities with the other students in the group.
- Next, the students will take part in a short brainstorm activity. Pass out slips of paper and pencils to each student. The students will need to create a group name based on their similarity. This activity will need to be completed in silence.
- When given a signal, they will pass the slip of paper to their neighbor and receive someone else’s paper. They will then create a new group name based on the same similarity. For example, if they said that their favorite color was blue. They can choose a name such as Blues Clues and another student could write Blue Blasts.
- After a few ideas have been written down, all the names for the group will be shared.
- The group members will read the ideas out loud and choose a name that they all agree on.
- Students should reflect on the following questions: What feelings did you get from being able to come to a conclusion on a group name based on the similarities you share? How do you think this happens in the real world?
- The students will repeat the same activity; however, this time the students will need to create group names as put downs. Explain to students that those names are put downs they cannot contain inappropriate language.
- When the activity is complete, have the students discuss the following questions: What feelings did you get from the negative group names? How do you think this happens in
the real world? How are the two rounds different from each other?

Adaptations Suggestions:

For lower grade levels:

- Students may need to be modeled how to form groups based on similarities and simpler questions may need to be used. Students can form two parallel lines and ask people across from them or move down the line to keep more order in the classroom.
- The student may need to draw a picture or write down their answer on an index card so that they don’t change their answer to be only in the same group as his or her friends.
- The brainstorm activity can be completed as a “circle activity.” Students can share their ideas one at a time.
- For younger students, the teacher will need to do much more modeling and lead the discussions and manage it.

For higher grade levels:

- Students can follow up this activity by writing a brief summary of the activity and their opinion on the topic.
- A Step into the Circle activity can be used to identify similarities between members of the group. The students will step into the circle when they answer similarly to a question. For example, have you traveled to another country? This activity should be conducted in silence. This activity can be more meaningful to the older students as they self-identify their similarities. Many strong feelings can emerge from the activity, it would be appropriate for a free writing assignment to follow.

Literature can also be used to supplement the lesson.
Group Suggested Questions:

- What is your favorite color (animal, ice cream flavor, day of the week, etc.)?
- How do you feel about vegetables (fruits, seafood, chocolate, etc.)?
- What color are your eyes (hair, etc.)?
- How many people are there in your family (living in your house, sharing a room with you, etc.)?
- What kind of shoes, (pants, shirt, socks) are you wearing today?
- How do you feel about swimming (reading books, dancing, biking, etc.)?
- What do you usually do right after school (when you first get up, during recess, etc.)?
- What did you have for breakfast (lunch, dinner last night, etc.)?
- How many pets (cats, dogs, fish, etc.) do you have?
CARE

What is it? Lickona (2011) states, care exists because human beings exist in the world together, there is no being which lives alone. Caring is a major component of ethics as it focuses on the heart and feelings that are established between beings.

Why is it important? The ethical trait care is essential is important because it showcases the essential connections between beings. In order to be truly ethical, it is almost absolutely necessary to consider the feelings of others. People without care; treat others as an instrument of their will. They do not feel any obligations to others or really feel an emotional response to the pain or happiness of others. People need to be aware that though it is sometimes possible and necessary to hurt those we care for; however, consciously, no more hurt should be subjected than what is reasonably necessary.
Lesson 3

United We Stand

Overview:
This lesson plan has been designed to provide students with an opportunity to feel connected with their peers through the use of role play. It will create an opportunity for students to reflect on the feelings of others and to empathize with the challenges of others as well as appreciate their strength.

Objectives:
• To help students reflect on times when they were singled out.
• To help build compassion and empathy among peers.
• To build a sense of accomplishment about finishing a task with a united group of peers.

Age/Experience Level: Adaptable for K-Six

Time: 15-20 minutes

Materials: paper, pencils, color-coded index cards, chart, clock, paper with premade discussion questions, marker.

Procedure:

Use the jigsaw method to group students. Hand out one color-coded index card to each student that indicates which group they will be part of. Assign the number of colors to match the number of groups that are needed. Do not allow students to trade cards with others in order to ensure that the groups are fairly evenly mixed.

Once the jigsaw activity is complete, have everyone sit down with their group. Students will read and engage in a conversation about the following questions which are listed on the chart paper:
• Can you remember a time when you were given a reward or punishment?
• How did it feel?
• What did you do?

Groups will have approximately 2-3 minutes per group member to share their experience. The class will then draw back together for a class discussion. Students will be asked to share any connections they see between the stories told in their groups. Record similarities on the chart paper for students to use for the next part of the lesson.

Role-play:

Students will use the experiences they shared about their individual experiences and the similarities they found among their stories to create a role-play that will be practiced and then performed for the class. The role-play should tell the story of someone who was given a reward or punishment for a specific reason, how it felt, and how they dealt with it. The scenario that is chosen can be based on one student’s experience, on a combination of a number of student’s experiences, or entirely made up by the group.

In order for the concept of role-play to be supported, students should be encouraged to assign jobs within the group that will provide everyone with a goal while preparing the skit. It is not necessary that every student acts in the role-play; however, every student must play an active role in the development of the skit. For example, some students can be the timekeeper, narrator, director, or an actor.

After students have been given an adequate amount of time for planning and rehearsing, the class will come back together to watch the performances. The following discussion questions can be used to lead a class discussion regarding the activity.

• How did the students in the role play deal with being punished or rewarded?
• What kinds of differences were the students being punished or rewarded for in the role-plays?
• What was it like working in groups today with people that were both similar to and different from you?
Adaptations:

For lower grade levels:

- Support the student Jigsaw by creating color-coded stations for students to move to, so that when they have their color-coded index card, they can move around the room to find the station that matches the color they have.
- The discussion in the groups regarding similarities between the students can be done as a whole class. The telling of the individual stories and drawing of parallels between them can be sustained. Students can then develop their role-plays in their groups.
- While students are developing their role-plays, circulate through the groups and check the progress of the students playing the different roles.

For higher grade levels:

- Students can create a short written response to the sharing of the stories in the groups.
- Students can also write a short description of their story prior to sharing.
- Students can create a written list of connections between stories of rewards and punishments. These lists can be used as a discussion starter for the whole class discussion.

Extension/Assessment:

As a follow up, students can write a review of one or more of the role-play performances. Students can write a summary of one or more of the stories that were acted out, as well as share what they thought were the most meaningful or personally relevant to them. Students can also write alternative endings to the stories that were performed in the role-plays, demonstrating how the characters may have acted/reacted differently.

Literature can also be used to supplement the lesson.
Lesson 4

Understanding Each Other

Overview:
This lesson provides students with strategies for what to do if they are being bullied so that they can stay safe and healthy. Students will be working in small group cooperatively to create storyboards to illustrate one of four strategies to deal with a bully situation.

Objectives:
• To utilize the background knowledge of the students on how to deal with a bully situation.
• To investigate what resources students need in order to deal with a bully situation at school or at home.
• To provide students with strategies for dealing with bullying.
• To allow students to apply one of the four strategies to a scenario that the students develop.

Age/Experience Level: Adaptable for K-Six

Time: 15-30 minutes

Materials: chart paper, markers, KWL Chart handout, copied as needed, Venn Diagram Handout, copied as needed, crayons/colored pencils.

PROCEDURE:

Part 1-KWL Chart (5 minutes)

The students will consider the following question:

• What can I do if someone is bullying me at home or at school?

After considering the question for a brief minute individually, complete the KWL chart as a class, sharing ideas together. “K” represents what the students already know about dealing with a bully, “W” represents what the students want to know about dealing with bullying. The
students can also fill out the individual copies of the KWL chart. The “L” section of the chart will be filled out later during the lesson. The chart may be set aside.

**Part 2-Venn Diagram (10 minutes)**

The students will be introduced to the following four strategies:

- Say what you feel.
- Ask for help.
- Find a friend.
- Exit the area.

Each of the strategies will be explained one at a time, using questions for discussions and to guide the filling of the Venn diagram. The Venn diagram may be completed as a group or individually.

- What do you think the strategy means?
- When could you use the strategy?
- What could be a positive result of using the strategy?
- What could be a negative result of using the strategy?
- Is there a situation in which it may be best not to use the strategy? What can you do instead?

Students will need to be guided through the discussion. During the discussion, prompt students to think about the similarities between the strategies to fill out the overlapping sections of the Venn diagram. After the brainstorming about the four strategies is complete, close the discussion with the following important ideas: students should always use the strategy or strategies that they are comfortable using and using different strategies to handle different situations may be appropriate and necessary.

**Part 3-Storyboards (10 minutes)**

In this part of the lesson, collaboratively students will create a story board or cartoon that tells a story of a bullying incident (which can be real or made up), and illustrates one of the four strategies.
Demonstrate how to create a storyboard, distribute the Storyboard Handout and point out that each box represents a moment from the story, and can be filled with pictures only or with pictures and text. Each person or group will pick one strategy, or assign individuals or groups a strategy.

If there is enough time, students can share their storyboards within a small group or with the entire class. The student’s work can be displayed and used in the classroom as a visual reminder.

Part 4-KWL Follow-up (2 minutes)

As a closing activity, return to the KWL chart and have students share what they learned about dealing with a bullying situation. The “L” column represents what the students learned after the lesson.

Adaptation Suggestions:

For lower grade levels:

- Before filling out the KWL chart, discuss with students what it means to be a bully and what bullying looks like. It would also be useful to read a book together which illustrates the concept. Ask students to think of a time they were bullied or saw someone being bullied before contributing to the KWL chart.
- Students in this age group will need more examples and guidance for putting their ideas down on paper. The students need to understand each concept well before proceeding with the lesson.
- Circulate through the room to make sure students are being able to complete the story board correctly.

For higher grade levels:

- Have students complete a written KWL chart on their own prior to sharing the ideas with the whole class.
- Students can brainstorm in pairs or small groups what each of the strategies mean and an example of it.
• Allow students to complete more than one storyboard to create a more detailed or elaborate story; however, remind the students of the time frame.

Extension/Assessment:

• As a follow-up activity, students can create skits using the storyboards. The students can perform the skits to another group or another class in the school. The students can use these skits to teach others about bullying and the strategies to deal with it.

Literature can also be utilized to supplement the lesson.
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Venn Diagram

- Say what you feel
- Ask for help
- Find a friend
- Exit the area
TRUSTWORTHINESS

What is it? Lickona (2011) states, trustworthiness is possibly the most complicated of the six core ethical values as it contains a variety of qualities like honesty, integrity, reliability and loyalty. Trustworthiness allows people to hold others and themselves in high esteem and produces a satisfying feeling. It isn’t necessary to constantly monitor oneself or others because a sense of trust is present. Not partaking in deception is not the only element of trustworthiness.

Why is it important? Trustworthiness and its related elements are essential as they form the base of ethical values. Those who display trustworthiness are given honor and seen as role models for other members. Both communications and conduct are part of trustworthiness.

Honesty has the following three dimensions:
Truthfulness-facts should be presented to the best of knowledge. Intent is the major difference between truthfulness and truth.

Sincerity- being genuine is the best definition of what sincerity entails. Sincerity is free of trickery or duplicity. Beliefs or impressions that are used to mislead others or are untrue are truly absent from sincerity.

Candor-forthrightness and frankness as well as willing to volunteer information that another person needs to know.

Honesty in conduct is essentially playing by the rules, devoid of cheating, stealing, fraud, subterfuge, and trickery. Cheating is particularly a foul form of dishonesty as it not only takes advantage of others but also those who are not cheating.

Not every lie is considered unethical. Dishonesty can be ethically justifiable, for example when law enforcement officers lie to complete investigations or lies are made to save lives. Lies that serve a high purpose such as saving
a life are very different than those that are used to meet a sales quota or receive a promotion.

- **Integrity** - the word is derived from integer which means whole. A person who has integrity is undivided and complete. An ethical person acts according to their beliefs, not according to expediency. Consistency is also essential as reactions to situations should be unchanging. The principles do not change based on settings. The principles that are applied at work are applied at home, as well as other settings.

A person who has integrity knows their identity and their values. The person considers integrity for self-reflection, the daily works of life do not deter this person from their moral course in life. A person of integrity has control and charm and does not demean him/herself with negative behavior toward those that may be of benefit. A person of integrity is trusted because what they say they are is what they truly give.

- **Reliability (Promise keeping)** Commitments or promises that are made to others create a genuine ground for others to rely on those who have made those commitments and/or promises. Responsibility is placed upon those who have made any commitments and promises. As promise-keeping is essential to an important aspect of trustworthiness, it is necessary to avoid bad faith excuses and unnecessary commitments. It is also important to avoid unclear commitments, so making sure all parties understand the grounds and details of the commitments is needed.

- **Loyalty-relationships** require an expectation of allegiance, fidelity, and devotion. Loyalty ultimately is a responsibility that promotes the interest of certain people, organizations, or affiliations.

- **Limitations to loyalty** - A claim of loyalty cannot be asked in the name of a special relationship. A claim of loyalty can be forfeited when a high price for maintaining the relationship is asked.
• Prioritizing loyalties- Since there are so many loyalties placed upon individuals, it becomes necessary to subordinate some of our loyalties to others in order to uphold the loyalties to our children, parents, and spouses and provide a rational prioritization of loyalties.

• Safeguarding confidential information- Though loyalty may require certain information to be kept confidential, when there is a secret that breaks laws or threatens others, it may be necessary to use the best judgment in these situations.

• Avoiding conflicting interests- Public servants and employee owe loyalty to the public. These people must make professional decisions regardless of conflicting personal conflicts.
Lesson 5

What Would You Do?

Overview:
This lesson helps students think about what they can do when they witness something wrong being done to someone other than themselves. In this lesson, students will listen to different scenarios involving bullying and analyze the different ways the students can respond.

Objectives:
• To help students understand what it means to be a witness and the responsibility attached with it.
• To help students understand the options that are available to deal with situations in which wrong is being done to someone else.
• To empower students to listen to a variety of scenarios and then decide on how to act in order to handle the wrong/unfair behavior.

Age/Experience Level: Adaptable for K-Six

Time: 15-20 minutes

Materials: chart paper, 3 markers of different colors, Response Card handout, copied as needed and cut out, Suggested Scenarios handout, large poster paper, crayons/markers/pencils.

PROCEDURE:

Part 1-Create a human chain (5 minutes)

The students will consider the following questions:
• Have you ever heard or seen something wrong/unfair being done to someone?
• If so, how did it make you feel?

After considering the question for a brief minute individually, explain to student how a human chain will be formed using their responses to the above questions. Each student will be sharing their response one at a time. One student or the teacher can start off the sharing. The next
person will share their response and link arms with the person who shared before them. When the last person has shared, the chain of linked arms will be closed.

After the human chain activity, student will consider the following questions:

- In the particular situation which you shared, how did it feel being the one who was witnessing it?
- After the human chain activity, how does it feel knowing that other people have had a similar experience?

Discuss the terms witness and bystander with the students. It is also important to let students know that almost all of us have been a witness or bystander to a wrong/unfair situation. The human chain activity was used to illustrate how one person may feel powerless to stand against wrong; however, when the person joins with other in support, the amount of power against wrong is greatly increased.

**Part 2-Class Discussion (5 minutes)**

The students will be considering the following question:

- What can you do or say when you witness a wrong/unfair situation?

The students will brainstorm together and the shared responses will be recorded on chart paper. The responses can be grouped into three categories using the three different colored markers. The following categories are:

- Taking a stand (color 1)
- Asking an adult for help (color 2)
- Ignore (color 3)

The students will then consider the following questions:

- What are the possible outcomes when a person ignores something wrong/unfair being done to someone else?
- Why might someone ignore something wrong/unfair being done to someone else?
Explain to students that though ignoring may be the easiest way to deal with such situations, it often allows the situation to continue to reoccur and for more people to become victims of similar situations.

### Part 3 - Response Cards (10 minutes)

Provide each student with a set of three response cards which have been copied and cut out from the Response Cards Handout. Each of the cards represents an action in dealing with a wrong/unfair situation.

- **Take A Stand** (a person standing with hands up)
- **Ask for Help** (two people talking)
- **Not sure** (question mark)

Explain to the students that the response cards will be used to respond to the different scenarios that will be read aloud to the class. It is important for the students to use the response cards correctly and honestly. If the student believes that he/she would stand up and interrupt the situation if they were a bystander or witness, they should hold up the “Take A Stand” response card. If the student believes they would need the assistance of an adult, they should hold up the “Ask for Help” card and if the student is unsure of what they would do, they should hold up the “Not Sure” card.

As each scenario is read aloud, allow students time to reflect on the scenario and what actions he/she might take. After all students have held up their cards, they should form groups of 3-4 with students who had the same response. In these groups, the students will discuss why they chose the response card that they did and what specific actions they would take. Those who chose “Not Sure” should discuss what in the situation makes it difficult for them to choose a course of action and what the pros and cons of the other two actions are.

The class can come back together and share their ideas from the smaller groups. The ideas shared as well as the specific actions that can be taken to address the problem can be recorded on the chart paper.
Continue with other scenarios as time allows. Do not overwhelm the students with too many scenarios during one lesson and also allow adequate time for the students to consider each scenario before asking for a response. It is also important to explain to students that in each of these scenarios, there are multiple ways to respond and that there may not be one correct answer.

**Adaptation Suggestions:**

**For lower grade levels:**

- You can start the human chain activity by sharing a concrete example so that the students understand what a wrong/unfair situation can be.
- Focus on the definition of the words witness and bystander by writing the words on chart paper and providing a story as an example for each of the words. A hand signal can also be used to show the meaning of being a witness such as creating binoculars using fingers to show someone watching something.
- Each of the response cards can be associated with a physical movement so that the students can understand the meaning of the response cards.
- The discussion components of the lesson can be completed as a whole class so that the teacher is able to facilitate and draw more responses from the students.

**For higher grade levels:**

- Students can create definitions of the words witness and bystander based on responses during the human chain activity.
- Students can complete the brainstorming activity in small groups before discussing together as a whole class.
- Students can write scenarios of their own and use response cards in small groups.

**Extension/Assessment:**

- As a follow-up activity, students can create a “Take a Stand” pledge that states how students can take actions
against a wrong/unfair situation. Students can make short presentations to other classes and have the students sign the pledges. The signed pledges can be put on display.

Literature can also be utilized to supplement the lesson.
Suggested Scenarios

1. Shaina sees David sitting alone in the cafeteria. She walks by him to find a seat and hears a few other students laughing and saying that David eats stinky food from home. David doesn’t say anything to them and continues eating but seems upset. What can Shaina do?

2. Eric and Alex are trying to get on one of the open monkey bars on the playground. Both of the students are at opposite ends of the monkey bars. As Eric tries to grab on to the monkey bars, Alex says, “You are too fat, you’re going to break the monkey bars.” Eric tells him that he was at the monkey bars first and Alex starts to kick up dirt toward Eric. What can Desmond do?

3. Jessica brings her two Dads to the Science Fair Night to show them her classroom and friends and teacher. The next day at school, Angela says she doesn’t want to be friends with Jessica anymore because her family is “weird.” When Jessica walks over to Ria and Anella, Ria says, “Eew, we don’t want weirdos over here!” What can Anella do?

4. Erica notices Katrina staying back after school in the library to get help with her Math homework. One day, Erica stays back to volunteer in the library. After tutoring, Erica sees Katrina waiting for her ride and two other students making fun of the mistakes on her homework. One of the students grabs Katrina’s homework and start to crumple it up. What can Erica do?

5. Nate and Sabrina are good friends and they sit next to each other on the bus ride to and from school. Edi used to sit behind them but doesn’t anymore since a group of students started throwing paper balls at Nate and Sabrina and teasing them about their friendship. What can Edi do?
Response Cards

Take a Stand

Ask for Help

Not Sure
Lesson 6

We Build Trust

Overview:
This lesson helps students think about how, while working with others, it is essential to trust as well as to live up to the trust and expectations of others. In this lesson, students will use the information provided by a member of their group in order to build a replica of an object that they are unable to see.

Objectives:
• To help students understand the importance of trust when working with others.
• To help students understand the need to provide accurate and complete information to others who are relying on it.
• To allow students to work collaboratively to exercise trust.

Age/Experience Level: Adaptable for K-Six

Time: 15-20 minutes

Materials: chart paper, markers, building materials such as blocks or Legos.

PROCEDURE:

Part 1-Partner Share (5 minutes)

Write the following questions on chart paper.

The students will consider the following questions:

• Have you ever had to trust someone when you needed help?
• If so, how did it make you feel?
• Did you ever have to earn the trust of someone else?
• If so, how did you feel?
• How do you feel about working with others?
After considering the question for a few minutes individually, ask students to share with a partner next to them. It may be necessary to group students prior to the activity. After the partners have had a chance to share their responses, groups can share their partner’s response with the class. The goal of this activity is for partners to be as accurate as possible in what their partners had shared.

After the partner share activity, students will consider the following questions:

- How did it feel sharing your responses with a partner?
- How did you feel about your partner sharing your response with the class?
- Do you feel that your partner was accurate in what he/she shared with the class? Why do you feel so?

Discuss the terms trust and collaboration with the students. Explain to students how the Partner Share activity required the students to collaborate with each other as well as place trust in their partner while sharing with each other and with the class. Discuss the importance of trust when working with others in order to be successful. Discuss what can happen when there isn’t trust between group members.

**Part 2 - Building Trust (10 minutes)**

You will need to have enough premade objects for each of the groups to replicate during this activity. Distribute building materials such as blocks or Legos to the groups of 3-4. Choose 1 person from each group who will be responsible for telling his/her group members on what and how to build the premade model which is hidden from the other group members.

Explain to students that they will be using trust in this activity to build an exact copy of an object that is hidden from the group members. One member from each group will take a look at the hidden object, give his/her group members clues about how to build the object. The other group members will take turns one at a time to build the object; however, the person who is giving the clues isn’t allowed to touch the building materials.
Part 3—After Activity Discussion (5 minutes)

When students have finished building the replicas, discuss the process of the activity with the students. Get feedback from the students on the struggles and successes during the activity and the strategies that were used. Ask the students to explain how they showed trustworthiness during the activity.

Adaptation Suggestions:

For lower grade levels:

- You may use books or stories to help students understand the concepts of trust and collaboration prior to the discussion with the partners.
- The Partner Share Activity may require more teacher facilitation to ensure that students are sharing their ideas as well as paying attention to the details so that they can later report it to the class.
- The objects which need to be replicated should be age appropriate and challenging however not too difficult.

For higher grade levels:

- Students can create a free write about trust and cooperation.
- Students can create more complex replicas that require greater attention to the details of the object.
- It is also possible for the students to turn the building activity into a competition to see which group finishes first. This will require the students to work as fast as possible as well as provide the most accurate information.

Extension/Assessment:

- As a follow-up activity, students can create a journal write on the experience of building a replica without being able to see it and only trusting their partner’s information. They can include the terms trust and cooperation in their journal write. The journals can be shared with the class and displayed along with the models that were created. The display will serve as a visual reminder of what can be
accomplished with cooperation and trust among the students.

Literature can also be utilized to supplement the lesson.
**RESPONSIBILITY**

**What is it?**  
Lickona (2001) states, responsibility pertain to individuals being in charge of choices and therefore their lives. Accountability is a key component of responsibility. Individuals must also recognize the ethical consequences of their actions. Responsibility can be exhibited by being accountable, using self-restraint and reaching for excellence.

**Why is it important?**  
- **Accountability-** A person who is accountable does not put blame on others or take credit for things that are completed by others. Before taking actions, a person must consider the consequences beforehand.
- **Pursuit of excellence-** Each person is morally obligated to do their best when others rely on them to perform tasks safely and effectively. People who are responsible finish what they start, overcoming obstacles. Responsible people also seek ways to improve their abilities and to strengthen their skills.
- **Self-restraint-** Responsible people exercise self-control which includes separating passions and appetites for the sake of the longer term vision and better judgment.
Lesson 7

Eating Responsibly

Overview:
This lesson helps students think about responsibility toward their eating habits. The students will be making choices regarding what they eat and keep a record of their food choices.

Objectives:
- To help students think about the nutritional value of food choices.
- To help students understand the importance of self-control in their eating habits.
- To show students how to track their food choices.
- To participate in a whole class activity and be held responsible to contribute a part of the food pyramid.

Age/Experience Level: Adaptable for K-Six

Time: 20 minutes

Materials: Chart paper, marker, premade paper food journals, Food Pyramid (download from website) handout, Food Journal Recording page, copied as needed.

PROCEDURE:

Part 1-Discussion/Food Journal (5 minutes)

Begin the lesson by explaining the importance of eating a healthy balanced diet. Explain the food pyramid to the students. Ask students to share what types of foods they like and don’t like to eat. Discuss the different types of food sources that are available with the students. For example, the cafeteria, fast food restaurants, friends, relatives. Create a list of food sources on chart paper. Distribute a bar graph handout to each student. Take a survey of the food sources that students use most frequently.
Each student will record their daily food choices in the food journal. Each student will record what they eat and drink during the entire day. The students will keep a record for two days. The students will need to bring their completed food journals to class on the due date.

Pass out the Food Pyramid handout to the students. Working with a partner, the students will place the food choices from their food journal in each of the appropriate food pyramid categories.

The students will compare their food journal with the food pyramid. How many of the students believe they are making healthy food choices? As a class, brainstorm strategies on chart paper on how to improve their diets.

Part 2 - Healthy Food Journals/Discussion (10 minutes)

The students will use strategies discussed to improve their diets and make healthy food choices for the next two days in their original Food Journals.

Explain to students that they will need to make healthy choices that provide them with a balanced diet. The students will need to do their best at using the strategies which were discussed. This will require responsibility in making healthy food choices as well as making sure to record all of the food choices accurately in the Food Journal.

Part 3 - After Activity Discussion (5 minutes)

After the students have brought their Food Journals again, the students will now need to consider the following questions:

- Was it easy to take more responsibility toward your food choices?
- If not, what made it difficult?

Explain to the students that responsibility requires a pursuit of excellence. Students need to be diligent, persevere, and continually improve in order to be responsible about their diets.
Adaptation Suggestions:

**For lower grade levels:**

- The food pyramid and the concept of healthy food choices can be taught using a children’s book. The students can also draw the food choices in their food journals instead of writing it. They may also need more guidance from their family in recording in the Food Journal and bringing the completed work to class.
- A letter to the parents can notify them of the lesson on being responsible about food choices, so that the parents can support their child in the completion of the assignment.

**For higher grade levels:**

- Students can complete food journals over a longer period of time so that they can compare a larger part of their diet. The longer time period requires more responsibility at keeping track of the food choices as well as maintaining healthy food choices.
- Students can create a more detailed Food Journal which includes reflections on how easy or difficult it is to maintain healthy eating.

**Extension/Assessment:**

- As a follow-up activity, students can create a Power Point presentation of the food pyramid and the activity that was completed and present it to other classes to teach them about how responsible eating is essential in creating a balanced diet.

Literature can also be utilized to supplement the lesson.
## Food Journal Recording Page

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Lesson 8

Being Responsible toward Pets

Overview:
This lesson helps students think about responsibility toward pets and the important contributions of these animals. Many students enjoy learning about animals and will be able to relate to the concept of responsibility toward animals. This lesson will help students become more responsible pet owners, understand the needs of the animals and make appropriate decisions regarding the animals.

Objectives:
• To help students think about the importance of pets.
• To help students understand the need to be responsible pet owners.
• To participate in a project based learning activity which allows students to make a difference in the lives of animals.

Age/Experience Level: Adaptable for K-Six

Time: 35 minutes

Materials: A representative from the SPCA or local animal shelter, poster paper, markers, color pencils, video camera, recording disc.

PROCEDURE:
Part 1-Discussion (5 minutes)

Begin the lesson by explaining the importance of animals as pets in our lives. Dogs are often used by the blind to help guide them and horses are used for therapy.

Have a representative from the SPCA or a local animal shelter to speak to the students about the needs of pets, responsible pet ownership, animal safety and ways students can help animals.

Brainstorm a list of ways in which students can help animals. Ask students to write a journal on how their pets or animals have or can affect their lives in a positive way.
If a student does not have a pet, they can write about the pet of a friend, or family member.

**Part 2-Responsibilities of a Pet Owner (10 minutes)**

In small groups, the students will brainstorm a list of responsibilities of a pet owner. The students will use their ideas to make a poster displaying the appropriate ways to take care of animals and the suggestions presented by the representative from the SPCA or the local animal shelter.

**Part 3-Public Announcement Video (20 minutes)**

After the students have created the poster, they will create a short 1-2 minute video on the importance of responsibility toward animals. The videos will be shown to other classes. The students will write their dialogue for the video. The video will be shot using the poster as the visual and the student’s voices as the audio. The students can decide on the speakers for the video.

**Adaptation Suggestions:**

**For lower grade levels:**

- Student can take a field trip to the SPCA to see the animals and have the representative speak to them about the proper care and responsibility of pet ownership.

**For higher grade levels:**

- Students can research the statistics on animals in the local animal shelter and common reasons animals are placed in the animal shelter.
- Students can create a fundraiser to raise funds for the animals.

**Extension/Assessment:**

- As a follow-up activity, students can upload the video to the school or class website to showcase their work as well as teach other members of the school community about the responsible care of animals.
Literature can also be utilized to supplement the lesson.
FAIRNESS

What is it? Lickona (2011) states fairness is the adherence to a balanced standard of justice without consideration of one’s own feeling and opinions.

Why is it important? • Process- The process that is used to settle disputes needs to be reached fairly and complaints must be minimized. A fair person uses an impartial process to gather and evaluate information that is necessary to make decisions. Before important judgments are made, relevant information is sought, without waiting for the truth to come to them.
• Impartiality- Favoritism or prejudice should be devoid of any fair decision.
• Equity- Mistakes by any individual, company, or society should be corrected promptly and voluntarily. Taking advantage of the weakness or ignorance of others is unfair.
Lesson 9

Let’s Make it Fair

Overview:
This lesson helps students think about what a classroom without injustice might look and sound like. The students will participate in a collaborative planning activity in which they will create a design of the ideal “classroom”.

Objectives:
• To provide an opportunity for students to visualize the ideal “classroom” that is free of unfairness.
• To assist students in turning their visualizations into ideas of what an ideal “classroom” would actually look like and sound like.
• To help students identify situations in the classroom where unfairness is present.
• To provide students with an opportunity to use cooperation and creativity to re-envision and build a classroom free of unfairness.

Age/Experience Level: Adaptable for K-Six

Time: 25 minutes

Materials: chart paper, markers, Looks Like/Sounds Like Handout, copied as needed, pencils, assorted writing/drawing/sculpture/painting materials, Classroom Guided Fantasy supplement.

PROCEDURE:

Part 1-Guided Fantasy (5 minutes)

In this activity, students will be taking a guided fantasy tour through a classroom that is free of unfairness. The students will need to find a comfortable place in the room as the guided tour is taking place. The students can close their eyes and relax as they imagine the ideal “classroom.”
Read directly from the Classroom Guided Fantasy supplement. Lead the students into a quiet visualization. It is important to read the guided fantasy and allow students to have enough time to clearly imagine the pictures in their minds.

After the guided fantasy tour, students will participate in a whole class discussion using the following questions as prompts:

- What did you see as you were thinking about the ideal “classroom” that is free of unfairness?
- What did you hear?
- What did you feel?
- How is the imagined ideal “classroom” different from our classroom now?

If there is enough time, students can imagine the ideal school.

**Part 2**-Class Discussion (5 minutes)

Ask students to brainstorm a list of situations in the classroom where unfairness takes place. List all of the situations on the chart paper. Rank the situations in order from the most severe to the least.

The students will consider the following questions:

- Why do you think unfairness takes place more often in certain situations in the class than others?
- What is similar about the situations that you have identified as being unfair?

**Part 3**-Group Planning (5 minutes)

Group students to address the different situations that were brainstormed in Part 2 of the lesson. The group sizes will vary according to the number of situations that are going to be addressed. Pass out the Looks Like/Sounds Like handout to the students and ask students to brainstorm how the situation can be changed so that it does not have any elements of unfairness. The students will use the following questions as a starter:
• What would the classroom be like without this unfair situation?
• What would it sound like?
• What are some other possible changes?

**Part 4-Building the Ideal Classroom (10 minutes)**

After the students have completed the brainstorming activity, they will build the ideal classroom using the assorted writing/drawing/sculpture/painting materials. A model of the ideal classroom will be built using words, pictures, objects. Students can choose from different options for creating a model such as writing a poem, creating a sculpture, drawing a cartoon, comic strip, storyboard, skit or play. Remind students to be creative and recall details from the guided fantasy tour taken earlier.

Provide students with plenty of time to create the model. This part of the lesson can be completed individually or in small groups. It is also possible for each of the students or groups to present their model to each other or the whole class. The models can be displayed in the classroom to serve as a visual reminder.

**Adaptation Suggestions:**

**For lower grade levels:**

• Prior to beginning the guided fantasy tour, talk to the students about using imagination to picture different places and times. Provide students with a few simple examples on imagining specific words and situations.
• For students who difficulties imagining, they can draw pictures of places and situations in the classroom.
• Part 3 of the lesson can be completed as a whole class and recorded on chart paper.
• Group students for part 4 of the lesson and show them a few completed examples before-hand. It may also be necessary to circulate through the room to monitor group progress.
For higher grade levels:

- After the guided fantasy tour is completed, the students can create a free write about what they imagine their classroom would be like without unfairness.
- Students can partner up and exchange their free writes to complete a comparison response.
- Students can use mixed media to create the model of the ideal classroom.

Extension/Assessment:

- As a follow-up activity, students can give other classes a tour of the models of the ideal classroom. Students can create informational cards about creating a classroom free of unfairness to pass out to those attending the tour.
- Students can write a newspaper article summarizing the situations which were discussed as being unfair and the suggestions that were included in the models built by the students.

Literature can also be utilized to supplement the lesson.
**Classroom Guided Fantasy Supplement**

Find yourself a comfortable place, close your eyes and imagine yourself leaving on a journey. We are going to use our imagination to go on a journey to a classroom that is a lot like ours but it is special because in this classroom there is no unfairness. Let my voice guide you through the different parts of this classroom but you will decide what this classroom looks and sounds like, and how it feels to be there. Let’s start our trip…

You are standing in front of the classroom. You are looking at the door leading into the classroom. There is a sign posted on it. What does it say? What does it look like? Take a look all around the area, and then move closer to the door. Turn your head toward the door and listen to the sounds coming from inside. What does it sound like? Is it noisy or quiet inside? What do you think the people inside are doing?

Now, open the door and go inside. You can see the inside of the classroom now. There are desks, students and a teacher working and talking. Walk through the room, what types of conversations do you hear? What do you see the students and the teacher doing now? How are they treating each other? What do you see?

Walk to a group of students. Stand by the group and listen to them for a moment. You can hear their voices—what are they saying? Walk around the classroom. What does the classroom look like in different parts of the room? How is the room organized? What is on the walls? What are the students doing?

As you watch the students, think about what you see here that is different from our classroom. Walk to the teacher’s desk, say hello and tell him/her one thing you liked about the classroom. Say goodbye and leave the classroom. Walk out of the classroom.

Now that we have completed our guided fantasy tour, it’s time to discuss what we saw, heard, and felt at the classroom. Let’s share our ideas.
Looks Like/Sounds Like Handout

If our classroom was free of unfairness, it would…

Look like this:

Sound like this:
Lesson 10

Letters from Around the Globe

Overview:
This lesson helps students think about the rights that each person has around the world. Students will be writing letters to pen pals from different parts of the world in order to gain a better perspective of what their life is like and how it differs.

Objectives:
- To provide an opportunity for students to communicate with other students from different parts of the world.
- To assist students in verifying assumptions about life in other countries.
- To help students identify ways in which fairness differs from country to country and how some concepts of fairness are universal.
- To provide students with an opportunity to use effective communication skills and build a peer relationship outside of the traditional classroom.

Age/Experience Level: Adaptable for K-Six

Time: 50 minutes

Materials: writing paper, pencils, envelopes, postage stamps, Letter Writing Template.

PROCEDURE:

Part 1-Discussion of Letter Writing Activity (10 minutes)

Begin the lesson by explaining to students that pen pals are students from another class that write letters to each other and learn about each other’s lifestyles. Pen pals are a great way for people to learn about other parts of the world and the way other children live. The students will be writing the letters and the letters will be mailed to another country. Those students will each read a letter from the students in this class and then write a letter back. This process may take a couple of weeks.
In this activity, students will learn about the correct format and content of letters. Model letter writing by showing an example letter focusing on the parts of the letter.

**Part 2-Letter Writing (10 minutes)**

The students will then practice writing a letter to a friend in class discussing what they believe fairness means to them in their life. The students will then exchange the letters and reply to each other. It may be necessary to review what fairness means as a whole class prior to the letter writing activity.

The students will need to consider the following questions when writing the letter:
- What does fairness mean to you at school?
- What does fairness mean to you at home?
- What do you believe is the most unfair situation that you have experienced and why?

After the letter writing activity, students will participate in a whole class discussion using the following questions as prompts:
- How do you think fairness can be different in different parts of the world?
- Do you think many things are fair? Why or why not?
- How do you feel about being able to communicate with someone so far away using letters?

**Part 3-Pen Pal Writing (20 minutes)**

Setup pen pals for your class using an online directory. Some websites may charge a small fee for facilitating the letter exchange. One resource that provide Pen Pal services is [http://www.sincerelyyourspenpals.com/home.html](http://www.sincerelyyourspenpals.com/home.html)

Setup enough pen pals for each of your students. Ask students to randomly draw a name from a cup. The students will then write a letter using the same questions that were used during the practice partner activity. They may also
choose to include other details about where they live, hobbies and interests.

**Part 4-Mailing the Letter**

After the students have completed the letters to their pen pals, collect all of the letters and check the content of the letters to ensure that everything discussed is appropriate for the activity. Mail the letters to the recipient school. It may also be necessary to discuss a timeline for the correspondence so that students can know when to expect replies.

**Part 5-Receiving the Letters and Reflection (10 minutes)**

Once the letters are received, pass out the appropriate letter to each person. Have the students read the letter independently and consider the following questions for reflection:

- What did you find the most interesting in your letter?
- What did you find the most surprising?
- How do you think your life differs from your pen pal’s?
- Has your idea of fairness changed at all? Why or why not?

**Adaptation Suggestions:**

**For lower grade levels:**

- Prior to beginning the letter writing activity, review the meaning of fairness using picture books or a circle discussion. Ask students to give examples of fairness in class, at home, and examples of unfair situations.
- The length of the letter can be adjusted to meet the needs of the students.
- Students can also complete this activity in small groups and correspond with students from another school.
- Parents can also help their child write a letter at home so that the writing process can be expedited.
For higher grade levels:

- Students can create a schedule of correspondence with their pen pals so that they can share thoughts and information for a longer period of time.
- Students can create letter portfolios in which they keep the letters that were sent to the student and copies of the replies that were posted.

Extension/Assessment:

- As a follow-up activity, students can create a short video on the Pen pal letter writing experience and what they were able to learn from their Pen pal.
- Students can write to a local newspaper to show how their idea of fairness has changed from being able to communicate with a Pen pal.

Literature can also be utilized to supplement the lesson.
Letter Writing Template

Parts of a Letter

Heading (Address and date)

Greeting (Salutation, often Dear is used followed by a comma,

Body (The message of the letter)

The closing (At the ending of the letter, sign your name under a closing word such as Sincerely followed by a comma.
CITIZENSHIP

What is it?
According to Lickona (2011), citizenship is the civic virtues and duties that prescribe the behavior of the society. Good citizens know and obey the rules; however, there are many other things that reflect citizenship.

Why is it important?
- Staying informed on issues allows better execution of duties and privileges, especially as a member of a self-governing democracy.
- Each person needs to do their fair share for the sake of the entire community. Many different expressions of citizenship exist such as conservation, recycling, cleaning up litter, and using public transportation.
- Citizenship requires giving rather than taking.
Lesson 11

Recycling Responsibly

Overview:
This lesson helps students think about how the act of recycling affects many other people and resources. The students will be discussing which objects to recycle. The activity will focus on creating an awareness of recycling as a public service.

Objectives:
- To provide an opportunity for students to participate in a service learning project focusing on recycling.
- To assist students in identifying what and how to recycle objects.
- To help students create awareness of the need and benefit of recycling.

Age/Experience Level: Adaptable for K-Six

Time: 40 minutes

Materials: Pictures from magazines, glue, paper, pencils, markers, poster paper, and scissors.

PROCEDURE:

Part 1-Discussion of Recycling and why it matters (10 minutes)

Begin the lesson by explaining what recycling and reusing are. Explain what kinds of things can be recycled and the effects it has on the environment.

Next, ask the students to think about the items in the garbage can. Which of these items can be recycled or reused? How does recycling help us? How does recycling help the environment? Brainstorm as a class, the ways in which recycling makes us a better citizen.

Students will consider the following questions:
• How does recycling make difference in our community/world?
• Why is every person responsible for recycling things we use?
• What can happen if recycling doesn’t happen?

Have students share their responses with a partner near them and have groups share with the class before moving to the next activity.

Part 2-Magazine Picture Activity (10 minutes)

In this activity, students will be cutting out pictures from magazines of items that can be recycled or reused. The students will create two sections on the poster board labeled Recycle and Reuse. This part of the activity can be completed in partners or small groups.

After the posters are created, students will display their posters in a section of the classroom.

Part 3-Walk In Field Trip (10 minutes)

Students will lead students from other classes to walk through the classroom and take a look at the pictures of objects that can be recycled or reused. The students will act as informative guides which will share what they learned from the discussion about the importance of recycling.

Part 4-Recycling Drive

The students will create mini posters to post around the school to collect recyclable materials for a period of one week. Students will bring recyclables from home. The goal of this activity is to demonstrate the number of items that are commonly thrown away that can be recycled. The recyclables can be turned into a recycling facility.

Part 5-Reflection (10 minutes)

Once the recycling drive has ended, the students will discuss the following questions as a class:
• What did you learn about recycling?
Why do you think people fail to recycle?
How do you feel about being able to collect recyclables?
Has your opinion about recycling changed at all? Why or why not?

Adaptation Suggestions:

For lower grade levels:

- Before beginning the lesson, talk to the students about how recycling takes place. It may be helpful to show a short video or take a field trip to a recycling facility to help students gain an understanding of recycling.
- The students can draw pictures on a large poster as a group in place of the Magazine Picture Activity.
- The younger students can present their posters to the students to show what can be recycled and reused instead of sharing information about recycling.

For higher grade levels:

- Students can create a short documentary on ways recycling helps the environment and the number of recyclable objects that are thrown away.
- Students can also create brochures that contain researched information about recycling. These brochures can be passed out to those who attend the walking field trip.

Extension/Assessment:

- As a follow-up activity, students can create an inventory of all of the items that are found in their home that can be recycled and post it on their refrigerator as a reminder.
- Students can write a short journal on their experience with recycling and present the information to their parents to set up a recycling space in their home.

Literature can also be utilized to supplement the lesson.
Lesson 12

Stepping Up Against Bullying

Overview:
This lesson helps students think about how bullying affects their peers and the school climate. The students will discuss ways to help each other create a school climate that is safe and welcoming to all individuals regardless of their differences. Student will study the social dynamics of the school and create a plan for improvement.

Objectives:
• To provide an opportunity for students to take action against bullying that is occurring at their school.
• To assist students in identifying the factors that contribute to bullying and discuss ideas with teachers on how to prevent it.
• To help students create a plan as a citizen of the school and develop a sense of responsibility as a citizen.

Age/Experience Level: Adaptable for K-Six

Time: 55 minutes

Materials: Discussion Starter Cards, copied and cut out as needed, pencils, paper, chart paper, and markers.

PROCEDURE:

Part 1-Discussion of Leaders and Followers (10 minutes)

Begin the lesson by explaining who the leader and the follower is in a group and how it relates to bullying. Leaders are often the person who are in charge or do most of the bullying; however, they often want an audience to watch the bullying and that is when he/she uses followers. Followers are people who join the leader and watch the bullying; however, they may not be actively participating or agreeing with the bullying. A person can be a follower simply by allowing bullying to happen in front of them.
Also, point out the main differences between a good leader and a leader who supports the wrong cause. There may also be times when it is necessary to be a follower and times when it is wrong. Clearly explain the differences between the two by giving a few examples. Also, explain what peer pressure is and how it relates to followers who allow themselves to become a part of groups that may or may not have positive results.

Brainstorm a list of strategies to stand up to peer pressure. Explain the importance of asking an adult for help when peer pressure begins to become harmful. It is important for students to understand that the adults at the school are present to handle situations that are beyond the control of the students. As citizens of the school community, it is the responsibility of every member of the school to look after the other members.

Next, students will consider the following questions:

- Have you ever been a leader? How does it feel?
- Have you ever been a follower? How does it feel?
- What can happen if leaders begin to take advantage of the followers?
- What would you do if you witnessed bullying?

Have students share their responses with a partner near them and have groups share with the class before moving to the next activity.

**Part 2-Circle Discussion Activity (10 minutes)**

In this activity, students will be using discussion starter cards to discuss topics relating to bullying and strategies on how to address it. Create groups of 3-4 students and place the jar of discussion cards in the center.

After the groups have been formed, instruct the student on how the discussion will take place. Each person will take turns picking a discussion starter card. The person who picks the card will read the topic and share their idea on it. The next person can share something new or add on to what the person before them said.
The students can complete a round of discussion unless time allows for more rounds. It is important for students to share their ideas and take turns appropriately.

**Part 3-Plan against Bullying (10 minutes)**

Students will use the information they gathered through the discussion to create a list of ways to address bullying at their school. If bullying is not such a problem at the school, students can make a list of ways to make the school environment more positive.

**Part 4-Poster Murals (20 minutes)**

The students will create poster murals which will include messages that reflect a bully-free environment. These murals will be posted on the school and class bulletin boards to serve as a visual reminder of the ideas discussed by the students in preventing bullying in their school. These posters can be laminated depending on size.

**Part 5-Reflection (5 minutes)**

After the murals have been created and posted, the students will discuss the following questions as a class:

- What did you learn about bullying?
- Why do you think people allow bullying to continue?
- How do you feel about being able to play a role in creating a bully-free environment?

**Adaptation Suggestions:**

**For lower grade levels:**

- Before beginning the lesson, it may be helpful to discuss what bullying is and how there are people who bully others and those who watch bullying happen. Discuss the difference between the terms leader and follower.
- The students can draw pictures of a leader who is positive and a leader who is doing something wrong. The students can also create a cartoon that shows the difference between leaders and followers.
• The younger students can complete this lesson as a whole class and the discussion cards can be used to prompt a whole class discussion.

**For higher grade levels:**

• Students can create a pledge for students to stand up against bullying.
• Students can vote for representatives or class leaders who will monitor bullying at the school and report to an adult for quick action.
• Students can paint murals on large pieces on canvas and give to each of the individual classes to raise awareness on bullying.

**Extension/Assessment:**

• As a follow-up activity, students can create a rhyme or chant against bullying that students can recite as part of the morning routine.
• Students can write a journal entry on what bullying means and how it might feel to be a bully or be bullied.

Literature can also be utilized to supplement the lesson.
## Discussion Starter Cards

| Name some places at your school where bullying does or may take place. | What are some ways bullies avoid being seen or caught by an adult? | What are some possible reasons a follower might feel that he/she has to support the leader? | What are some examples of peer pressure at your school? | What are some ways you can handle a bullying situation if you are being bullied? |
| What are some ways you can help someone being bullied? | Have you or someone you been bullied? If so, what did you do? | Why do you think people bully others? | Do you think bullies might have problems of their own? | What can stop bullying from happening? |
Teacher Resources
List of Literature Supplements

Respect:

- *Chrysanthemum* by Kevin Hankes (PreK-2)
- *It’s Ok to Be Different* by Todd Parr (PreK-2)
- *Oliver Button is a Sissy* by Tomie DePaola (PreK-2)
- *My Name is Maria Isabel* by Alma Flor Ada (PreK-2, 3-6)
- *Pinky and Rex and the Bully* by James Howe (3-5)
- *Funeral and Fly Fishing* by Mary Bartek (3-5)
- *Felita* by Nicholasa Mohr (3-5)
- *Pinky and Rex and the Bully* by James Howe (3-5)

Care:

- *Alley Loops* by Jane Levy (PreK-2, 3-5)
- *The Recess Queen* by Alexis O’Neill (PreK-2)
- *King of the Playground* by Phyllis Reynolds Naylor (PreK-2)
- *Name Calling* by Itah Sadu (PreK-2)
- *Just Kidding* by Trudy Ludwig (PreK-2, 3-5)
- *The Night the Bells Rang* by Natalie Kinsey-Warnock (3-5)
- *Colder than Ice* by David Patneaude (3-5)
- *Mr. Lincoln’s Way* by Patricia Polacco (3-5)

Trustworthiness:

- *Say Something* by Peggy Moss (PreK-2)
- *Play Lady/La Senora Juguetona* by Eric Hoffman (PreK-2)
- *Nobody Knew What to Do* by Becky Ray McCain (PreK-2)
- *Berenstein Bears and the Truth* by S. Berenstein (PreK-2)
- *Pelle’s New Suit* by E. Beskow (2-5)
- *Blubber* by Judy Blume (3-5)
- *The Hundred Dresses* by Elenor Estes (3-5)
- *Middle Sister* by M. Mason (3-6)
- *Charolette’s Web* by E.B. White (3-6)
Responsibility:

- *Katy and the Big Snow* by V. Burton (K-2)
- *Chrysanthemum* by Kevin Hankes (K-3)
- *Lonesome the Little Horse* by Peggy Sundberg (K-2)
- *Biggest Bear* by L. Ward (K-2)
- *Corn Grows Ripe* by D. Rhoads (3-6)
- *Edge of Next Year* by M. Stolz (3-6)
- *Light at Tern Rock* by J. Sauer (3-6)
- *Dog on Barkham Street* by M. Stolz (3-6)

Fairness:

- *Cherries and Cherry Pits* by Vera B. Williams (PreK-2)
- *Yoko* by Rosemary Wells (PreK-2)
- *Nice New Neighbors* by F. Brandenburg (K-2)
- *Arthur’s Penpal* by L. Hoban (K-2)
- *And To Think That We Thought We’d Never Be Friends* by Mary Ann Hoberman (PreK-2, 3-5)
- *The Misfits* by James Howe (3-5)
- *Listening to the Mukies...* by R. Bohlken (3-6)
- *Fox Steals Home* by M. Christopher (3-6)

Citizenship:

- *Summer Business* by C. Martin (K-2)
- *King Wacky* by D. Gackenbach (K-2)
- *Old Henry* by J. Blos (K-2)
- *My Name is Celia-The Life of Celia Cruz* (K-2)
- *Present Takers* by A. Chambers (3-6)
- *Talking with Mother Earth/Hablando con Madre Tierra* by Jorge Argueta (3-6)
- *The Trumpet of the Swan* by E.B. White (3-6)
- *Hawk, I’m Your Brother* by B. Baylor (3-6)
List of Web Related Resources

Websites:

http://www.goodcharacter.com/
http://charactercounts.org/resources
http://www.charactered.net/
http://www.wingsforkids.org/experience/hot-wings
http://wp.lps.org/tico/character-education/kindergarten-fifth-grade-character-education-resources/
http://josephsoninstitute.org/
http://www.positiveaction.net/
http://www.lifeskills4kids.com/acorn.php
http://www.character-education.info/
http://www.cde.ca.gov/ls/ylv/ce/
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