

Hopewell Crest School  
Character Education Curriculum

Grades Kindergarten through Eight

**Approved by the Board of Education August 2010**



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## Introduction

Hopewell Crest School recognizes that we possess an important role in providing leadership in character development for the youth of our community. We believe that character education is vital to helping our students become good citizens. Furthermore, strong personal character and moral behavior are essential to creating a school climate that is safe and caring.

According to the New Jersey Character Education Commission, which was formed by Governor James E. McGreevey in February 2002: “Character Education is not a subject to be taught in isolation. Character Education is a process that creates a caring and safe school environment by infusing it throughout the curriculum, establishing a caring classroom and community by modeling democratic principles, using cooperative learning strategies, adopting anti-bullying and conflict resolution policies and providing time to reflect on values and good behaviors...Our public schools are now being held accountable for creating and maintaining safe school environments and striving to eliminate destructive and divisive acts of bullying, harassment or bias. (N.J.A.C. 6A:16-5, the School Safety subchapter).” *See Appendix A for the New Jersey Character Education Commission’s 11 Principles of Effective Character Education.*

At Hopewell Crest School, we have adopted Character Counts!, a Program of Merit recommended by the New Jersey Department of Education, as the core of our own character education program. Character Counts! teaches students the essence of good character and guides their thoughts and actions by the “Six Pillars of Character” (trustworthiness, respect, responsibility, fairness, caring, and citizenship). *See Appendix B for a description of Character Counts! Six Pillars of Character.*

## **Assessment**

Teachers do a variety of activities that assess student knowledge throughout the year. The students are assessed through hands on activities, projects, teacher observations, oral questions, worksheets, and other written assessments.

## **Written Assessment**

First grade written assessments are a combination of teacher made and textbook tests. They are given in a large group format and the date is used to assess the students' knowledge of the content.

## **Cross Curricular Approach**

Teachers integrate the Character Education curriculum with a variety of other subjects every day. The students have practice reading and writing each day, and teachers always try to incorporate the Character Education curriculum in this practice. We also cross the curriculum with the topics we learn in Social Studies. Hands on crafts and oral dramatization are fine and performing arts that deepen their understanding of the content.

## **ELL Students**

Staff meets the needs of all ELL students by utilizing the staff and resources that are available within the district. They incorporate multicultural connections through Character Education as well as the rest of the curriculum. Spanish language materials are available

## **Technology**

Teachers use a great deal of technology to further and deepen student knowledge. Television and the internet can help to expand student understanding of Character Education. For example the students were able to view video clips on the internet on how to effectively deal with bullying and intimidation. PowerPoint is often used to organize and display pertinent information.

## **Structure of Program**

Each of the Six Pillars of Character will be the focus of attention according to the following schedule:

October--Trustworthiness  
November--Respect  
December--Responsibility  
January--Fairness  
February--Caring  
March--Citizenship

## **Developing a School-Wide Climate**

### **T.E.A.M Motto for Staff**

- TEACH: Teach the students that their character counts.
- ENFORCE: Instill the Six Pillars of Character by rewarding good behavior.
- ADVOCATE: Continuously encourage students to live up to the Six Pillars of Character
- MODEL: Set a good example in everything you say and do and hold yourself to the highest standards of character by honoring the Six Pillars of Character at all times.

### **Pillar of the Month/Quote of the Week**

At the beginning of each month, a National Junior Honor Society member will provide a description of the Pillar of the Month during morning announcements. Weekly quotations that go with the character theme for that time period will also be included in the morning announcements. In the classrooms, teachers will be encouraged to incorporate the "Quote of the Week" into writing assignments. Students and classes will be encouraged to provide quotes to be broadcast.

### **Advertising the Six Pillars of Character**

- Posters will be displayed in the hallways throughout the school.
- Classroom teachers may choose how they would like to display Character Counts! in their individual classrooms.

### **School-Wide Activities**

Students in grades K-2 will participate in a Class of the Month reward for the class that displays the Six Pillars during daily activities throughout the school.

Students in grades 3-5 will participate in Student of the Month reward for the respective month.

Student / Class of the Month will run from October through May of each school year.

### **Assemblies**

Examples: Character Ed. Magic show, Motivational Productions and accompanying resources, motivational speakers

## **Themed Weeks**

Red Ribbon Week, focusing on healthy choices versus destructive choices;  
Violence Prevention Week, focusing on Anti-Bully message

## **Classroom Activities**

Classroom teachers will integrate Character-building lessons contextually into regular coursework

- Incorporate the character theme into journal/essay writing
- Incorporate the character theme into regular language literacy lessons.
- List of books is available that illustrates the Six Pillars of Character, separated into each character theme. See <http://www.charactercounts.org/booklist1.htm>
- Counselor will conduct classroom guidance lessons in grades 6-8 on an as needed basis.
- Character Education resources are available in the library for teachers to check out and utilize in class.

## **Program Modifications for Special Needs Children**

The Hopewell Township Board of Education recognizes that children possess varied learning abilities, rates, and capacities. Users of this document should understand that the following program modifications are acceptable to make the computer curriculum compatible with the broad continuum of students learning styles and abilities. Modifications may include, but are not limited to...

- Elimination of inappropriate content or topics
- Modification of any assessment, including tests, homework, and projects
- Providing oral assessment
- Providing alternate reading material
- Enlisting the use of readers, note-takers, or other peer learning strategies.

In the case of classified children or those eligible for educational accommodations consistent with Section 504 of the Americans with Disabilities Act, the goals and activities contained in the child's IEP or 504 Plan should be used to determine responsibility for the attainment of subject matter content.

## **Character Education Guidance Lessons**

The school counselor will conduct monthly guidance lessons in grades kindergarten through five. These will focus on the Pillars of Character.

**Character Education kits will be available in the guidance office for teachers to obtain lesson plans, activities, etc. for the respective pillar of the month.**

## **Trustworthiness**

### **Kindergarten:**

Read "The Berenstain Bears forget their Manners" from Stan & Jan Berenstain. Discuss Manners as it pertains to the classroom and the meaning of trustworthiness and being good listeners.

Materials:

Read "The Berenstain Bears forget their Manners" from Stan & Jan Berenstain, New York, 1985

Crayons

### **Grade 1:**

Read The Boy Who Wasn't There. Discuss self-concept and importance of trusting/ believing in oneself.

Students will listen to the story and answer questions dealing with key terms mentioned in the story.

Materials:

More Lively Lessons for Classroom Sessions: The Boy Who Wasn't There: Rosanne Sheritz Sartori, PA 2004. (Soft back book, pgs 15-23)

Copy of Me poster and /or Me Rap

### **Grade 2:**

Review meaning of the Pillar "Trustworthiness," as defined by Character Counts.

Read Froggy & Friends II, Boasting/Bragging/Lying, pp. 7-14: "Froggy Learns that Bragging Brings Trouble." Complete activity pages 18, 38, 39

Materials:

Froggy & Friends II: Kathie Guild, Marco Products, Inc., Warminster, PA, 1996

Copy of activity sheets for each student (pages 18, 38, and 39)

### **Grade 3:**

After discussing Character Counts definition of "Trustworthiness," as described in poster, read "The Truth in the Barn" pp. 204-209 from Character Education Stories. Discuss the story and answer questions about Honesty and its importance in school and daily life.

Materials:

Character Education Stories: The Truth in the Barn, MAR\*CO Productions, Inc., PA, 2002

Telephone activity or another age appropriate Trustworthiness activity

### **Grade 4:**

After discussing Character Counts definition of “Trustworthiness,” as described in poster, read “Trustworthiness Session 3, pp. 152-154 from Character Building Classroom Guidance Lessons. Discuss why showing others that you can be trusted includes standing up for your beliefs.

Materials:

Character Building Classroom Guidance lesson story for each student and copy of activity sheet 147-148, Arden Martenz, PA, 2001 (Copy for each student)

### **Grade 5:**

Read “Blame it on Blake” aloud to the class. Discuss the importance of Honesty. Students will answer discussion questions and do a follow-up activity dealing with Trustworthiness.

Materials:

Character Education Stories: Blame it on Blake. MAR\*CO Products, Inc., PA, 2002

## **Respect**

### **Kindergarten**

Discuss “Respect,” Read Respectfully Yours, Buford, by Joanne Sneed Crawford. Discuss comprehension questions.

Materials:

CC! Respect poster

Respectfully Yours, Buford: Joanne Sneed Crawford, Marco Products, Inc., Warminster, PA, 1999

Respect activity sheet of choice from one of the websites below

### **Grade 1:**

Discuss meaning of Pillar “Respect.” Read “The Proud Pepperoni” from Storytelling Guidance. Discuss story, relating toppings on pizza to multi-cultural differences.

Lead students in creating own Multicultural Pizzas, using pages 12-18. Finish by discussing “Notes for Accepting Others.”

Materials:

CC! Respect poster

Storytelling Guidance: Melinda Saenz Villegas, Marco Products, Inc., Warminster, PA, 2004, pages 8-13 and 17

Crayons or markers

Scissors

Paste or glue stick

### **Grade 2:**

Discuss meaning of Pillar “Respect,” as shown in large Pillars of Character poster.

Read "Froggy Learns that Name-Calling Looses Friends," from Froggy & Friends II, pages 101-111. Follow up with discussion questions on p. 112.

Provide each student with a copy of "Jake's Just Joking Coloring Book," p. 115-124. Finish with "A pocket full of attributes," activity found on p. 126-127.

Materials:

Froggy & Friends II: Kathie Guild, Marco Products, Inc., Warminster, PA, 1996

Large Pillars of Character poster.

Crayons or markers

### **Grade 3:**

Define and discuss Pillar of Character, "Respect."

Read "Mirror, mirror on the Wall," from Lively Lessons for Classroom Sessions, pages 46-52.

Discuss activity and complete page 37, "I am Unique" and "Self-Respect," page 53.

Materials

Lively Lessons for Classroom Sessions: Rosanne Sheritz Sartori, Marco Products, Inc., Warminster, PA, 2000

Copy of page 46 and 53 for each student

### **Grade 4:**

Discuss the importance of bully prevention and how it relates to the Pillars of Character. read story Carlos Stands Tall Lesson pp 27-32.

Materials

Special Situations Carlos Stands Tall , MAR\*CO Products, Inc., PA, 2000

### **Grade 5:**

After discussing respect, self-respect, and education vs. material possessions, read "Mind Your Manners," pg. 40-45. Students will discuss the importance Respect for other classmates and adults. Discussion questions and activities that follow story. Respect activity from one of the websites below.

Materials

More Lively Lessons for Classroom Sessions: Miind your Manners! MAR\*CO Products Inc., PA, 2004

Paper and pencil

## **Responsibility**

### **Kindergarten**

Discuss responsibility, as presented in CC! coloring sheet. (Students may color this at end of lesson, if time allows.) Read Tibby Tried It, by Sharon and Ernie Useman. Discuss disabilities, acceptance of individual differences, and putting forth best effort.

Materials

Tibby Tried It, Sharon and Ernie Useman: Imagination Press, Washington, DC, 1999

CC! Responsibility coloring sheet (from Good Ideas to Help Young People Develop Good Character: Josephson Institute of Ethics, Marina del Rey, CA, 1996)

CC! Responsibility poster

### **Grade 1**

Read to class “Lazy Larry, p. 62-68 from More Lively Lessons for Classroom Sessions. Discuss being prepared and taking responsibility for own well-being.

Have students write about being responsible in class, choices, and consequences.

Materials

More Lively Lessons for Classroom Sessions: Lazy Larry. MAR\*CO Products, Inc., PA, 2004

### **Grade 2**

Discuss students’ responsibilities in various settings—home, community, and school. Student will then complete “My Responsibilities,” p. 21 from CC! Developing Character When it Counts, Grades 2-3 based on classroom discussion.

Materials

Student copies of p. 21 from CC! Developing Character When it Counts, Grade 2-3: Josephson Institute of Ethics, Marina del Rey, CA, 1996)

### **Grade 3**

Read “School Cool” pg 88-94. Discuss Responsibility for learning and have students work in groups to complete

Students will discuss and write answer to questions relating to the story

Materials

Lively Lessons for Classroom Sessions: School Cool, MAR\*CO Products, Inc., PA, 2000

### **Grade 4**

Read “Responsibility from Character Building Classroom Guidance” pg 75-79. Discuss story with students and have students answer questions in groups about responsibility and peer pressure.

Materials

Character Building Classroom Guidance: Responsibility. MAR\*CO Products Inc., PA, 2001

### **Grade 5**

Discuss values, goals, and decisions, and how these are interdependent. Relate this to the Pillars of Character, focusing especially on responsibility. Activity on Responsibility from Character Building Classroom Guidance

## Materials

Character Building Classroom Guidance: Responsibility. MAR\*CO Products Inc., PA, 2001

## Fairness

### Kindergarten

Read “Swimming with the Fish” from Storytelling Guidance. Discuss friendship and caring.

Read How are you Peeling, by Saxton Freymann and Joost Elffers. Discuss empathy.

#### Materials

Read “Swimming with the Fish” from Storytelling Guidance: Melinda Saenz Villegas, Marco Products, Inc., Warminster PA, 2004

How Are You Peeling: Freymann and Elffers, Arthur A. Levine Books, New York: 1999

Student copies of Fairness coloring sheet (from Good Ideas to Help Young People Develop Good Character, Josephson Institute of Ethics, Marina del Rey, CA, 1996)

CC Fairness poster

### Grade 1

Read “Miss Wingate’s Ears are Growing” from Storytelling Guidance, page 60-70. Discuss story, which focuses on tattling. Relate this to the Pillars of Character, especially fairness. Complete student activities that are included in story.

#### Materials

Student copies of pages 60-70 of Storytelling Guidance: Melinda Saenz Villegas, Marco Products, Inc., Warminster PA, 2004

### Grade 2

Read “Froggy Learns about Prejudice,” pages 137-149 from Froggy and Friends II. Explore definition of prejudice and how this relates to fairness. *This lesson is designed to take place near MLK Day, and discussion should focus on MLK speaking up when things were not fair.*

Students will complete same/different activity, page 154 from Froggy and Friends II, by seeking signatures of students in their class that have same and different physical attributes listed.

#### Materials

Froggy and Friends II, Kathie Guild, Marco Products, Inc., Warminster PA 1996

Student copies of page 154

### Grade 3

Discuss friendship and peer pressure. Explore importance of a good friend being fair. Read “The Popular Crowd,” from More Lively Lessons for Classroom Sessions. Develop a list of friendship qualities by brainstorming with class. Students will then work in groups to develop a “Recipe for a Good Friend.” Recipes will be recorded on index cards and displayed.

#### Materials

More Lively Lessons for Classroom Sessions: Rosanne Sheritz Sartori, Marco Products, Inc., Warminster, PA, 2004  
One index card for each group of student

### **Grade 4**

Read “Bully, Bully, Go Away” from More Lively Lessons for classroom sessions pg 140-148. Discuss Bullying and how to handle a Bully.

#### Materials

“Bully, Bully, Go Away” from More Lively Lessons for classroom sessions MAR\*CO Products, Inc., PA, 2004

### **Grade 5**

Complete Session 3 from Character-Building Classroom Guidance, page 131-134. Working in groups, students will explore fairness in situations that are not “cut and dry.” Students will brainstorm and problem solve in ways that were introduced through previously shown video (“Making Decisions, Solving Problems”—See responsibility activity for grade 5.)

#### Materials

Character-Building Classroom Guidance: Arden Martenz, Marco Products, Warminster, PA, 2001, student copies of pages 131-134.  
Teacher-made brainstorming worksheet

## **Caring**

### **Kindergarten**

Read “The Grasshopper and the Dove,” pages 4-7 from Reading for Character: A Treasury. Discuss what it means to empathize. Read “The Lion and the Mouse,” from CC! Developing Character When It Counts. Students will be given pages 36-38 to create their own book. Distribute Caring coloring sheet for each student.

#### Materials

Reading for Character: A Treasury: Young People’s Press, Inc., San Diego, 1997  
Developing Character When It Counts, Grades K-1: Josephson Institute of Ethics, Marina del Rey, CA, 1996, student copies of pages 36-38  
CC! Caring poster  
Student copies of CC! Caring Coloring Sheet (from Good Ideas to Help Young People Develop Good Character, Josephson Institute of Ethics, Marina del Rey,

CA, 1996)

### **Grade 1**

Read *Albert Schweitzer: Friend of All Life*. Discuss people who have cared for them when they were sick—doctor, nurse, parent, etc. Make a list of caring professionals and have students create illustrations to be displayed in the school.

Materials

*Albert Schweitzer: Friend of All Life*, by Carol Greene (Children’s Press, 1993), or another similar book that demonstrates a caring professional who has made an impact.

Markers or crayons

Drawing paper

### **Grade 2**

Read “Froggy Learns to Be Considerate.” Present discussion questions to the class. Students will use activity sheet, page 40, to list two ways they will be considerate at home and at school during the coming week.

Materials

*Froggy and Friends, Book III: Kathie Guild*, Marco Products, Inc., Warminster, PA, 2003 and student copies of activity sheet, page 40

### **Grade 3**

Read “The Secret Weapon.” Discuss how one person really can make a difference. Students will show appreciation by completing “You are Special” sunflower and presenting it to peer or adult.

Materials

*Lively Lessons for Classroom Sessions: Rosanne Sheritz Sartori*, Marco Products, Inc, Warminster, PA, 2000

*Developing Character when it Counts: Josephson Institute of Ethics*, Marina del Rey, CA, 1996, student copies of page 37

### **Grade 4**

Discuss bully prevention, as presented in videos previous shown. Students will work in groups to create “Bumper Stickers” that advertise something that they learned about this topic.

Materials

Sentence strips for each child

Markers

### **Grade 5**

View Lessons 1-3 of “Making Decisions-Solving Problems.” Discuss problem solving

steps and discussion questions from manual.

Materials

“Making Decisions, Solving Problems” Video: Sunburst Communications, Pleasantville, NY, 1999

Television and VCR

## **Citizenship**

### **Kindergarten**

Read Glenda by Arden Martinez. Discuss cooperation and caring. Discuss components of citizenship, as described in Citizenship coloring sheet. Discuss reasons for rules/laws and concept of making things better. Tie in to “Good Citizens Make Things Better” and “Following Community Rules.” Complete as a group.

Materials

Grover’s 10 Terrific Ways to Help Our Wonderful World: Anna Ross

CC Citizenship Activity Book, Ages 3-5: Brighter Vision Publications, Ontario, 2000,

### **Grade 1**

Discuss components of citizenship. Work together to complete “Passport to the Universe.” Discuss what is meant by “rights and responsibilities.”

Materials

Developing Character when it Counts: Josephson Institute of Ethics, Marina del Rey, CA, 1996, student copies

Scissors and crayons

### **Grade 2**

Discuss citizenship and summarize all Pillars of Character. Read Ocho, by Arden Martenz. After discussing story, students will participate in “Character Wordman” or “Tic-Tac Character,” as described on pages 28-29 of story.

Materials:

Ocho: Arden Martenz, Marco Products, Inc., Warminster, PA, 2002

### **Grade 3**

Focus on rights and responsibilities. Discuss what some of our freedoms are, as well as what we can do to contribute to our community. Students will Trace a red hand and a white hand, and write a promise on each hand “*I will...*” Arrange these in the shape of an American flag. Complete the project by cutting out blue stars.

Materials

Red, white and blue construction paper.

Fine-tip markers

Scissors

#### **Grade 4**

Discuss how good citizenship involves making contributions to the community. Read "The Neighborhood," page 44-47. Discuss ways to make community better and add to American flag (see Grade 3, above).

Materials

Lively Lessons for Classroom Sessions: Rosanne Sheritz Sartori, Marco Products, Inc, Warminster, PA, 2000

Red, white and blue construction paper.

Fine-tip markers

Scissors

#### **Grade 5**

Discuss good citizenship and rights versus responsibilities. Review all Pillars of Character. As a final project, students will be provided with quotations that were used throughout year on morning announcements. Students will pick a favorite and write an essay on Character Education and what it means to them.

Materials

Student copies of quotes

## APPENDIX A

### **Character Education Partnership 11 Eleven Principles of Effective Character Education**

*New Jersey Character Education Commission's 11 Principles of Effective Character Education.*

By Thomas Lickona, Ph.D.

Eric Schaps, Ph.D.

Catherine Lewis, Ph.D.

There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort and to evaluate available character education programs, books, and curriculum resources.

#### **Principle 1. Character education promotes core ethical values as the basis of good character.**

Character education holds, as a starting philosophical principle, that there are widely shared, pivotally important core ethical values, such as caring, honesty, fairness, responsibility, and respect for self and others that form the basis of good character. A school committed to character education explicitly names and publicly stands for these values; promulgates them to all members of the school community; defines them in terms of behaviors that can be observed in the life of the school; models these values; studies and discusses them; uses them as the basis of human relations in the school; celebrates their manifestations in the school and community; and upholds them by making all school members accountable to standards of conduct consistent with the core values. In a school committed to developing character, these core values are treated as a matter of obligation, as having a claim on the conscience of the individual and community. Character education asserts that the validity of these values, and our obligation to uphold them, derive from the fact that such values affirm our human dignity; they promote the development and welfare of the individual person; they serve the common good; they meet the classical tests of reversibility (Would you want to be treated this way?) and universality (Would you want all persons to act this way in a similar situation?); and they define our rights and responsibilities in a democratic society. The school makes clear that these basic human values transcend religious and cultural differences and express our common humanity.

#### **Principle 2. "Character" must be comprehensively defined to include thinking, feeling, and behavior.**

In an effective character education program, character is broadly conceived to

encompass the cognitive, emotional, and behavioral aspects of the moral life. Good character consists of understanding, caring about, and acting upon core ethical values. The task of character education therefore is to help students and all other members of the learning community know "the good," value it, and act upon it. As people grow in their character, they will develop an increasingly refined understanding of the core values, a deeper commitment to living according to those values, and a stronger tendency to behave in accordance with those values.

**Principle 3. Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.**

Schools committed to character education look at themselves through a moral lens and see how virtually everything that goes on in school affects the values and character of students. An intentional and proactive approach plans deliberate ways to develop character, rather than simply waiting for opportunities to occur. A comprehensive approach uses all aspects of schooling-- the teachers example, the discipline policy, the academic curriculum (including the drug, alcohol, and sex education curriculum), the instructional process, the assessment of learning, the management of the school environment, relationships with parents, sports and physical education programs and so on-- as opportunities for character development. "Stand alone" character education programs can be useful first steps or helpful elements of an ongoing effort but must not be considered a substitute for a holistic approach that integrates character development into every aspect of school life.

**Principle 4. The school must be a caring community.**

The school itself must embody good character. It must progress toward becoming a microcosm of the civil, caring, and just society we seek to create as a nation. The school can do this by becoming a moral community that helps students form caring attachments to adults and to each other. These caring relationships will foster both the desire to learn and the desire to be a good person. All children and adolescents have a need to belong, and they are more likely to internalize the values and expectations of groups that meet this need. The daily life of classrooms, as well as all other parts of the school environment (e.g., the corridors, cafeteria, playground, and school bus), must be imbued with core values such as concern and respect for others, responsibility, kindness, and fairness.

**Principle 5. To develop character, students need opportunities for moral action.**

In the ethical as in the intellectual domain, students are constructive learners; they learn best by doing. To develop good character, they need many and varied

opportunities to apply values such as responsibility and fairness in everyday interactions and discussions. By grappling with real-life challenges-- how to divide the labor in a cooperative learning group, how to reach consensus in a class meeting, how to carry out a service learning project, how to reduce fights on the playground-- students develop practical understanding of the requirements of fairness, cooperation, and respect. Through repeated moral experiences, students can also develop and practice the moral skills and behavioral habits that make up the action side of character.

**Principle 6. Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.**

Character education and academic learning must not be conceived as separate spheres; rather there must be a strong, mutually supportive relationship. In a caring classroom and school where students feel liked and respected by their teachers and fellow students, students are more likely to work hard and achieve. Reciprocally, when students are enabled to succeed at the work of school, they are more likely to feel valued and cared about as persons. Because students come to school with diverse skills, interests and needs, a curriculum that helps all students succeed will be one whose content and pedagogy are sophisticated enough to engage all learners. That means moving beyond a skill-and-drill, paper-and-pencil curriculum to one that is inherently interesting and meaningful for students. A character education school makes effective use of active teaching and learning methods such as cooperative learning, problem solving approaches, experience-based projects, and the like. One of the most authentic ways to respect children is to respect the way they learn.

**Principle 7. Character education should strive to develop students' intrinsic motivation.**

As students develop good character, they develop a stronger inner commitment to doing what their moral judgment tells them is right. Schools, especially in their approach to discipline, should strive to develop this intrinsic commitment to core values. They should minimize reliance on extrinsic rewards and punishments that distract students' attention from the real reasons to behave responsibly: the rights and needs of self and others. Responses to rule-breaking should give students opportunities for restitution and foster the students' understanding of the rules and willingness to abide by them in the future. Similarly, within the academic curriculum, intrinsic motivation should be fostered in every way possible. This can be done by helping students experience the challenge and interest of subject matter, the desire to work collaboratively with other students, and the fulfillment of making a positive difference in another person's life or in their school or community.

**Principle 8. The school staff must become a learning and moral community**

**in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.**

Three things need attention here. First, all school staff, teachers, administrators, counselors, coaches, secretaries, cafeteria workers, playground aides, bus drivers, must be involved in learning about, discussing, and taking ownership of the character education effort. All of these adults must model the core values in their own behavior and take advantage of the other opportunities they have to influence the character of the students with whom they come into contact. Second, the same values and norms that govern the life of students must govern the collective life of the adult members of the school community. If students are to be treated as constructive learners, so must adults. They must have extended staff development and many opportunities to observe and then try out ways of integrating character education practices into their work with students. If students are given opportunities to work collaboratively and participate in decision making that improves classrooms and school, so must adults. If a school's staff members do not experience mutual respect, fairness, and cooperation in their adult relationships, they are less likely to be committed to teaching those values to students. Third, the school must find and protect time for staff reflection on moral matters. School staff, through faculty meetings and smaller support groups, should be regularly asking: What positive, characterbuilding experiences is the school already providing for its students? What negative moral experiences (e.g., peer cruelty, student cheating, adult disrespect of students, littering of the grounds) is the school currently failing to address? And what important moral experiences (e.g. cooperative learning, school and community service, opportunities to learn about and interact with people from different racial, ethnic, and socioeconomic backgrounds) is the school now omitting? What school practices are at odds with its professed core values and desire to develop a caring school community? Reflection of this nature is an indispensable condition for developing the moral life of a school.

**Principle 9. Character education requires moral leadership from both staff and students.**

For character education to meet the criteria outlined thus far, there must be leaders (a principal, another administrator, a lead teacher) who champion the effort and, at least initially, a character education committee (or several such support groups, each focused on a particular aspect of the character effort) with responsibility for long-range planning and program implementation. Over time, the functions of this committee may be taken on by the school's regular governing bodies. Students should also be brought into roles of moral leadership through student government, peer conflict mediation programs, cross-age tutoring, and the like.

**Principle 10. The school must recruit parents and community members as full partners in the character-building effort.**

A school's character education mission statement should state explicitly what is true: Parents are the first and most important moral educators of their children. Next, the school should take pains at every stage to communicate with parents about the school's goals and activities regarding character development and how families can help. To build trust between home and school, parents should be represented on the character leadership committee that does the planning, the school should actively reach out to "disconnected" subgroups of parents, and all parents need to be informed about and have a chance to react and consent to the school's proposed core values and how the school proposes to try to teach them. Finally, schools and families will enhance the effectiveness of their partnership if they recruit the help of the wider community, businesses, religious institutions, youth organizations, the government, and the media in promoting the core ethical values.

**Principle 11. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.**

Effective character education must include an effort to assess progress. Three broad kinds of outcomes merit attention:

- (a) The character of the school: To what extent is the school becoming a more caring community? This can be assessed, for example, with surveys that ask students to indicate the extent to which they agree with statements such as, "Students in this school [classroom] respect and care about each other," and "This school [classroom] is like a family."
- (b) The school staff's growth as character educators: To what extent have adult staff-- teaching faculty, administrators, and support personnel-- developed understandings of what they can do to foster character development? Personal commitment to doing so? Skills to carry it out? Consistent habits of acting upon their developing capacities as character educators?
- (c) Student character: To what extent do students manifest understanding of, commitment to, and action upon the core ethical values? Schools can, for example, gather data on various character-related behaviors: Has student attendance gone up? Fights and suspensions gone down? Vandalism declined? Drug incidents diminished? Schools can also assess the three domains of character (knowing, feeling, and behaving) through anonymous questionnaires that measure student moral judgment (for example, "Is cheating on a test wrong?"), moral commitment ("Would you cheat if you were sure you wouldn't get caught?") and self-reported moral behavior ("How many times have you cheated on a test or major assignment in the past year?"). Such questionnaires

can be administered at the beginning of a school's character initiative to get a baseline and again at later points to assess progress.

## **APPENDIX B**

### **Description of Character Counts! Six Pillars of Character**

#### **Trustworthiness**

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll 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 • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

#### **Responsibility**

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

#### **Fairness**

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't 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 • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

## **APPENDIX C**

Internet Resources for various Pillar activities:

[http://charactercounts.org/pdf/Exercising-Character/Exer-Char\\_04-06-trustworthiness.pdf](http://charactercounts.org/pdf/Exercising-Character/Exer-Char_04-06-trustworthiness.pdf)

<http://www.chiesman.org/action/charactercounts/pdf/TrustworthinessPillarQuickies.pdf>

<http://www.goodcharacter.com/>

<http://www.goodcharacter.com/ISOC/Trustworthiness.html>

<http://www.drake.edu/icd/PDFs/families/PillarActivitiesForFamilies.pdf>

<http://www.goodcharacter.com/pp/trustworthiness.html>

<http://www.goodcharacter.com/Sports.html>

<http://www.goodcharacter.com/chron/trust.html>

[http://www.educationworld.com/a\\_lesson/lesson/lesson329.shtml](http://www.educationworld.com/a_lesson/lesson/lesson329.shtml)

<http://www.micheleborba.com/Pages/BMI05.htm>

[http://www.humanityquest.com/topic/art\\_activities/index.asp?theme1=respect](http://www.humanityquest.com/topic/art_activities/index.asp?theme1=respect)

<http://www.theteacherscorner.net/seasonal/back-to-school/respect.php>

<http://charactered.net/parent/activityresponsibility.asp>

<http://www.goodcharacter.com/YCC/BeingResponsible.html>

<http://www.chiesman.org/action/charactercounts/pdf/FairnessPillarQuickies.pdf>

<http://www.goodcharacter.com/ISOC/Fairness.html>

[http://www.humanityquest.com/topic/art\\_activities/index.asp?theme1=fairness](http://www.humanityquest.com/topic/art_activities/index.asp?theme1=fairness)

[http://charactercounts.org/pdf/connect-with-char/CWC\\_Sample\\_LessonPlan\\_11-13\\_Fairness.pdf](http://charactercounts.org/pdf/connect-with-char/CWC_Sample_LessonPlan_11-13_Fairness.pdf)

<http://www.goodcharacter.com/pp/caring.html>

[http://charactercounts.org/pdf/Exercising-Character/Exer-Char\\_teens-caring.pdf](http://charactercounts.org/pdf/Exercising-Character/Exer-Char_teens-caring.pdf)

<http://www.proteacher.com/090035.shtml>

<http://www.goodcharacter.com/ISOC/Citizenship.html>

## **APPENDIX D**

### **Resources available in the guidance office that teachers can utilize:**

Six Pillars of Character Series

Six Pillars of Character Series: Student Activity Book

The Power of Character

Character Carousel Workbooks on Six Pillars

Wise Lives Curriculum (gr. 6-8)

Character Counts Auto-B-Good Storybooks for each pillar (gr. K-3)

Good-to-go Discussions /Activity Cards (ages 5-11)

Connect with Character Teaching Kit (ages 4-6)

Connect with Character Teaching Kit (ages 6-9)

Connect with Character Teaching Kit (ages 9-11)

Connect with Character Teaching Kit (ages 11-13)

The Nature of Study Skills (gr. K-4)