

**CHARACTER
COUNTS!®**
6.0

Student Development Workshop

Training Workbook



Drake
UNIVERSITY

The Robert D. and
Billie Ray Center

(515) 271-1910

CharacterCounts.org



Welcome to our revised and enhanced educator training – an experience we call **CHARACTER COUNTS! 6.0 Student Development Workshop (SDW)**. We use the latest research to prepare you to reach today's students unlike any previous training we've offered. Here's what to expect:

- Engaging material presented with various methods to appeal to visual, auditory, and kinesthetic learners
- Effective strategies for achieving positive outcomes in the CHARACTER COUNTS! Four Wheels of Success: Academic, Social-Emotional, Character and School Climate
- Greater emphasis on best instructional strategies and classroom management practices
- Numerous resources and handouts for you to start using immediately in your school or organization
- Lessons that are still based on the tried-and-true foundation of the Six Pillars of Character, the Six Success Skills and the Best Possible Result, our decision-making paradigm.

Built on the vision of CHARACTER COUNTS! founder, Michael Josephson, our goal is for every participant to be able to return to his or her home organization and establish or contribute to a model CHARACTER COUNTS! structure that is meaningful, measurable and sustainable. We want to empower you to transform lives and sustain change that strengthens your school and community.

I hope you have fun and learn a lot during your SDW, and that you return home re-charged and inspired!

Sincerely,



J. Scott Raecker
Executive Director
The Robert D. and Billie Ray Center at Drake University
Global Provider of CHARACTER COUNTS!

What you should know about CHARACTER COUNTS!

CHARACTER COUNTS! is the nation's most widely used school climate and character-development framework implemented in schools, youth, sports and civic organizations.

CHARACTER COUNTS! was created by Michael Josephson at the Josephson Institute of Ethics with the mission to improve the ethical quality of society by changing personal and organizational decision-making and behavior.

The Robert D. and Billie Ray Center at Drake University in Des Moines, Iowa is the global service provider for CHARACTER COUNTS! with over 8 million youth and families impacted and 299 coalition member organizations. The Ray Center also provides services for Pursuing Victory With Honor - comprehensive sports-based program to develop character and sportsmanship.

WHAT IS CHARACTER COUNTS! AND HOW DID IT GET STARTED?

- Based on the belief that there are enduring moral truths that distinguish right from wrong and define the essence of good character, the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring and citizenship).
- These six core ethical values transcend political, cultural, socio-economic and religious differences.
- CHARACTER COUNTS! has no ideological or political agenda other than strengthening the moral fiber of future generations by promoting consensus ethical values.
- Members of the Coalition include secular and religious organizations as well as government and civic entities.
- CHARACTER COUNTS! is more than character development curricula; it is a fully implemented comprehensive initiative that will create a values-based school climate in a manner that enhances academic achievement, social and emotional growth, and ethical and moral development.

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STUDENT DEVELOPMENT WORKSHOP

DAY 2

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TRAINING WORKBOOK FOR CHARACTER COUNTS! 6.0

The Training Workbook is your guide to assist you in becoming knowledgeable about CHARACTER COUNTS! 6.0. It has been designed to allow you, as a participant, to be actively involved in the presentation, discussion and activities of an engaging seminar.

To familiarize yourself with the format of the Training Workbook, you will find the PowerPoint slides that are projected on the screen have been converted to text. This allows for the activities related to the content being presented to be accessible. Space is provided throughout the pages to make notes regarding strategies you would like to apply when returning to your school or organization.

At the back of the Training Workbook, you will also find the PowerPoint slides. An addendum that includes additional printed resources is also in the back of the Workbook. The Student Development Workshop (SDW) is designed to fulfill our commitment to ensure you of your ability to direct and lead an initiative that intentionally integrates the defining elements of CHARACTER COUNTS! 6.0 into the life of your school or organization.

CHARACTER COUNTS! 6.0 Student Development Workshop DAY 1

MODULE 1 THE CHARACTER COUNTS! PERSPECTIVE ON STUDENT DEVELOPMENT

OPENING ACTIVITY - WORKSHEET 1 QUOTATIONS

On the table are posters with quotations. Walk around and put a dot on up to 5 quotations you strongly agree with.

Choose one of the quotations that resonates with you and copy it in the space below.

Answer the following questions:
Why do I like it?

What does it mean?

What are the values embedded in the quote?

Reflection:
Why are quotations an effective teaching method?

WORKSHEET 2– GOALS AND OBJECTIVES

What does your team hope to gain from the CHARACTER COUNTS! 6.0 Student Development Workshop?

- Goal 1:
- Goal 2:
- Goal 3:
- Goal 4:

What would make the greatest difference at your school with a successfully implemented CHARACTER COUNTS! initiative.

OUR GOALS

1. Share strategies to ensure integration with the academic curriculum and all activities of the school.
2. Provide support for our CC! Champions to be able to train, support and engage others at your school or organization.
3. Discuss how to bring about change in a school regarding staff attitudes about character and the effort to change student behavior.
4. Understand that CHARACTER COUNTS! promotes the Six Pillars of Character and the desired traits in the Social/Emotional and Academic domains and school climate.
5. Have teams leave the workshop with an implementation plan that is organized and purposeful.

Introduction Videos

Game of Hope
Haircut

INTRODUCTION VIDEOS

Questions	Game of Hope	Haircut
What feelings or ideas were evoked by the video? What values did you see in the clips?		
What choices were made in each clip? What were potential consequences of the choices that could have been considered?		
What are possible teaching/learning points of each video?		

OVERARCHING THEMES OF CHARACTER COUNTS! 6.0

Understand that CHARACTER COUNTS! is more than hanging a poster or even talking about the Six Pillars. In looking at the big picture of character development, the SDW will promote an understanding of:

- MINDSETS - A collection of beliefs that make up our mental attitude, habit or disposition that influences or determines a person's interpretations and responses to events and situations.
- BELIEFS - Our basic beliefs and convictions are called values. Our values are reflected in the attributes that comprise our

character for moral good or the success skills that will drive our actions.

- **BEHAVIORS** – A reflection of our deeply held beliefs, determined by our choices affecting both our emotional responses and our ability and willingness to sacrifice self interest and do the right thing.

CHARACTER COUNTS! 6.0 MODULES

Over the course of the next three days, we will cover the following modules as part of CHARACTER COUNTS! 6.0:

1. The CC! Perspective on Student Development
2. School Improvement Through CC! 6.0
3. Principles of Change and Mindsets
4. Academic Wheel Of Success
5. Promoting a Positive School Climate
6. Values, Key and Lock Beliefs
7. Solutions For Youth With Challenges
8. Strategies to Instill the Six Pillars of Character
9. Social and Emotional Domain and Success Skills
10. Taking Choices Seriously: Exemplary Decision-Making
11. Implementation Strategies
12. Work of a CHARACTER COUNTS! Team

CIRCLE WITHIN A CIRCLE ACTIVITY WORKSHEET 3 - CIRCLE WITHIN A CIRCLE

OBJECTIVES

What was the purpose and value of the activity?

What did you notice about the progression of the questions?

What was the purpose and impact of the increasingly complicated movement instructions?

Which of the questions had the most impact on you? Why?

Benefits

- Method of getting everyone engaged, everyone talks
- Covers lots of concepts/material quickly
- Provides physical movement for brain activity
- Emphasizes communication and the importance of listening to others and following detailed instructions
- Provides challenge and opportunity for a problem-solving strategy regarding complex instructions

The chaos of two circles moving simultaneously can become easy and simple with a strategy -- only one circle moves at a time.

Our goal is to give you strategies to share with your students in each domain of their development so they can more easily and successfully progress. This is the basis of the growth mindset -- a positive attitude toward learning.

TRAINER INTRODUCTION

Key points about the trainer's journey with CHARACTER COUNTS!

GLAD YOU ARE HERE!

Names and School Positions

1. What does your team hope to gain from the CHARACTER COUNTS! 6.0 Student Development Workshop?
2. What would make the greatest difference at your school with a successfully implemented or enhanced CHARACTER COUNTS! initiative?

APPOINTMENT ACTIVITY - Find 4 class members that you can have an appointment with.

Appointment #1 _____

Appointment #2 _____

Appointment #3 _____

Appointment #4 _____

CHARACTER COUNTS! resources are written using quotes or character maxims with higher-level discussion questions.

- Today Counts (K-2, 3-5, 6-8, 9-12)
- Way To Go (Grades 3-5, 6-8, High School)

WORKSHEET 4 - REVIEW QUOTATION ACTIVITY

Share your poster quote with a partner.

Discuss the responses to the questions asked on Worksheet 1 of your Training Workbook.

QUOTATIONS DISCUSSION GUIDE

Have a discussion with your students about quotes in general or about a few specific quotes. Ask questions like the following:

1. What do you think this quotation means?
2. What are the most important ideas and values embedded in the quotation?
3. How would you rewrite this quotation if you had to use synonyms of the original words?
4. Give a "real life" example of what this quotation is about.
5. What circumstances do you think prompted the speaker to say this?
6. Why do you suppose this quotation is famous or notable?
7. If this quotation doesn't apply to you directly, what kind of

person or situation would it apply to?

8. Is there something you can learn from this quotation about how you should live your life?
9. How would the world be different if everyone lived by this quotation?
10. How would the world be different if no one lived by this quotation?
11. Is this quotation realistic or idealistic?

Quotations Activity Ideas

1. Have students find five quotes about one topic, such as honesty or success, or about one of the Six Pillars.
2. Have students research and write a short biography of the person who said their favorite quote.
3. Have students rewrite five quotes using language a 10-year-old could understand.
4. Use a quotation as a journal prompt at the beginning (or end) of class. Students can then pick out their favorite journal entry to expand into a full essay.
5. Have students find and explain one quote that uses a simile and one that uses a metaphor.
6. Give students the first part of a quote and have them think of different endings. For example, "Most folks are about as happy as ...". (The original quote, from American president Abraham Lincoln, ends with "they make up their minds to be.")
7. List 10 quotes for students and have them rank the quotes in order of how meaningful they would be to a child, a teenager, a parent or an older person.
8. Select a quotation and write it on the board. Have students copy it, write what it means in their own words, and give an example from their own lives.
9. As a twist on the traditional "current events" assignment, have students select a quote that relates to the news story and explain why it is relevant to that current event.
10. Have students organize a list of quotes by the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring and citizenship). Ask them to explain how each quote

relates to the Pillar category in which they placed it.

11. Assign a group of three or four students a particular maxim and have them prepare a one- to two-minute skit to illustrate the essential message of the quotation.
12. Cut the quotes into strips of paper and have students draw a quote from a box. For homework, express the message of the quote in a poster, poem, essay or song.

Adapted from "Foundations for Life" Teacher's Resource Guide, published by the Josephson Institute of Ethics.

AGREEMENTS

Creating a Positive Learning Environment

- What factors contribute to a positive learning environment for students?
- What factors contribute to a positive learning environment for this class?
- What can you do to establish classroom expectations that create a positive learning environment?

WORKSHEET 5 - AGREEMENTS

Write the letters T R R F C vertically down the side of a sheet of chart paper to represent The Six Pillars. Have the group brainstorm two rules per Pillar that they can agree to follow during their time together. Reaching a consensus increases ownership.

T	
R	
R	
F	
C	
C	

Classroom application: Students can brainstorm desired classroom rules and all students can sign the chart paper indicating their agreement with the rules. Or, have a contract of the agreements to sign and turn in. Parents could also sign off on it, if desired. Older students could write a narrative citing positive Six Pillar behaviors they want to see in the classroom from both students and teachers.

Optional activity for use in a classroom setting

STUDENT VOICE CAROUSEL

Learning objectives: Participants will be able to identify and agree upon Pillar-based rules; give students a voice to create a safe learning climate.

Materials needed: 6 large sheets of paper, each should have 1 of the 6 questions (see below) written at the top; 6 markers, each one a different color.

1. What makes a class or school safe?
2. What makes for good learning?
3. What makes a good teacher?
4. What makes a good principal?
5. What should students learn in order to equip themselves for life in the 21st century?
6. What would you like to see in your school and community?

Overview:

1. Divide the class into Six Pillar groups and give each group a different color marker
2. Distribute the question sheets on tables around the room or on the walls, and place one group at each sheet.
3. Explain how a Carousel works:
 - Each group has a different color marker.
 - They will have 2-3 minutes at each station to read the question and any ideas that are already written there, and then to add their own answers to the sheet.
4. Once the groups have visited all six stations, explain that they will do a second Carousel to identify the most important ideas

CHARACTER COUNTS! 6.0

on each sheet.

5. Ask them to consider all the responses on the sheet and check off the two that they think are the most important answers to the question at the top.
6. Once they have checked off all six sheets and are back at their starting point, ask them to identify which two responses have the most ticks.
7. Ask groups to report their outcomes, and record as appropriate.

CHARACTER COUNTS! 6.0

How you can describe what CHARACTER COUNTS! 6.0 is and here is what it strives to do in a school.

CHARACTER COUNTS! 6.0 is an *organized¹, integrated², and purposeful³ values-based⁴ initiative that creates a culture and climate⁶ fostering meaningful⁶, measurable⁷, and sustainable⁸ improvements in the commitment and ability of educational and youth serving organizations to provide physically and emotionally safe environments that promote academic success and develop the character and social and emotional life skills of young people.*

1. **ORGANIZED** - Works best when there is a clear structure with leadership, task responsibilities with defined objectives and a plan.
2. **INTEGRATED** – Needs to become part of the academic curriculum and all activities of the school.
3. **PURPOSEFUL** - Works best when the purpose of the initiative is clearly understood by students and adults.
4. **VALUES-BASED** - Grounded on the foundational conviction that the best way to achieve the intended outcomes is to instill and strengthen core values (beliefs and attitudes) that generate the development of thoughts, words and actions that enhance the intellectual, emotional, social, moral and physical well-being of children and young people.
5. **CULTURE AND CLIMATE** - Supports the development of core values in creating and maintaining an environment that promotes

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personal interactions and relationships that encourage attitudes and actions consistent with those beliefs.

6. **MEANINGFUL** - Strategies should deal effectively with issues that significantly impact the school and community.
7. **MEASURABLE** - Expected to demonstrate effectiveness in terms of measurable changes in attitudes and conduct.
8. **SUSTAINABLE** - Must become part of the DNA of a school, organization or community, so that values promoted endure changes in leadership.
9. **INTELLECTUAL DEVELOPMENT** - Instills and strengthens educational values, including an appreciation of learning and a growth mindset that encourages and inspires students to reach their highest intellectual potential.
10. **SOCIAL AND EMOTIONAL DEVELOPMENT** - Instills and strengthens social and emotional values and life skills to assist each student in developing healthy and meaningful relationships and leading a personally satisfying and socially responsible life.
11. **MORAL AND CHARACTER DEVELOPMENT** - Instills and strengthens moral values essential to good character and ethical conduct.
12. **POSITIVE SCHOOL CLIMATE** - Instills and strengthens values that promote an environment that is conducive to learning.

CHARACTER COUNTS! 6.0

CHARACTER COUNTS! is a comprehensive, integrated, values-based School Improvement and Student Development System based on the Model Standards for Academic, Social, Emotional and Character Development and the Four Wheels of Success.

NOTES

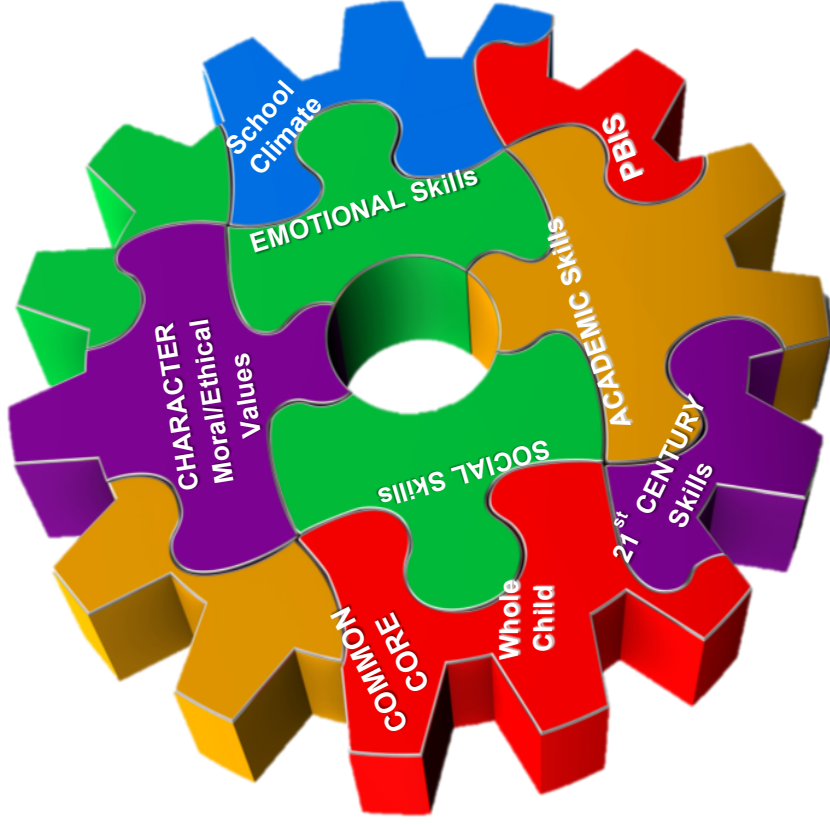
What I liked:

What I will use:

What I learned:

Questions I need to ask of the trainer or participants:

The Student Development Workshop will address these key elements of an effective CHARACTER COUNTS! initiative. All of the experiences associated with CHARACTER COUNTS! 6.0 are designed to be replicated in a school, district or youth organization.



CHARACTER COUNTS! is not adding one more thing to the teacher's plate.

Character is the plate.

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MODULE 2

SCHOOL IMPROVEMENT THROUGH CHARACTER COUNTS!

Character is the decisive ingredient for success

- Research in psychology, economics, education and neuroscience has coalesced toward one important conclusion: the non-cognitive qualities of perseverance, conscientiousness, optimism, curiosity and self-discipline (all of which can be included under the general category of 'character') are more likely to produce success than a high IQ and highly developed cognitive skills.

- Research studies have shown that character education does work in bringing about a change in school culture and in improving student behavior.

Decline in:

- Disciplinary referrals
- Suspensions and expulsions
- Drop-out rates

Improvement in:

- Attendance
- Report card grades
- Standardized test scores

(Rutgers Center for Social & Character Development)

- Self-discipline and conscientiousness are qualities that produce all sorts of positive life outcomes:

- 1) Less likely to abuse drugs and alcohol
 - 2) Less likely to get in trouble with the law
 - 3) More likely to create and maintain healthy relationships
 - 4) Similar results have been found regarding the personality traits of perseverance (or grit), curiosity and optimism.
- 5) Conscientiousness is a better predictor of a student's eventual success in college, and in future earnings, than scores on cognitive tests.

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CHARACTER COUNTS! 6.0

- 6) Scores on self-discipline tests predict college GPA's better than IQ scores.

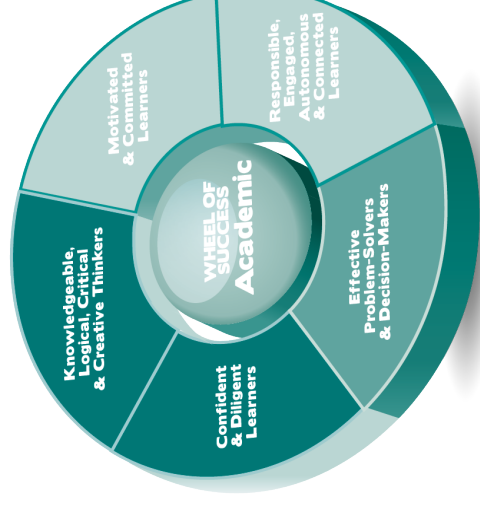
"Imagine academic skills as apps for an iPhone. Non-cognitive skills are the operating system for the iPhone itself. You might not need them to memorize state capitols or do twenty addition problems in one minute. But to do the kind of research built into the Common Core Standards, or to take on the engineering design challenges involved in STEM curricula, kids need to develop perseverance, collaboration, and other non-cognitive skills."

Justin Minkel, "True Grit"

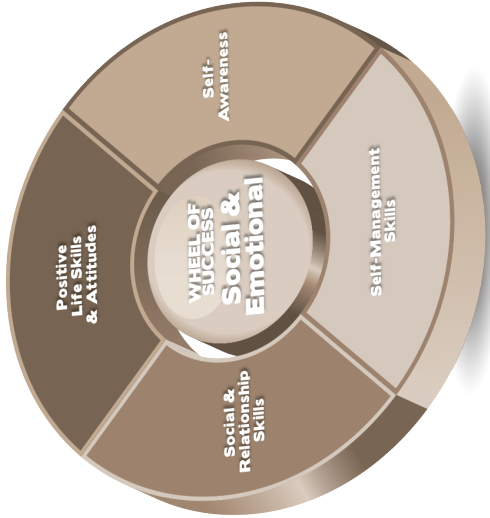
Model Standards for Academic, Social and Emotional Character Development and School Climate

- 16 Core Standards
- 6 Indicators of a Positive School Climate
- 100 Critical Educational Outcomes
- THE FOUR WHEELS OF SUCCESS
 - Academic, Social & Emotional, Character and Climate

ACADEMIC WHEEL OF SUCCESS

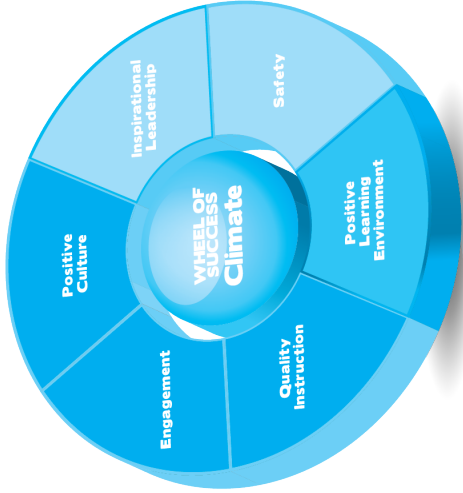


- ✓ Motivated & Committed Learners
- ✓ Confident & Diligent Learners
- ✓ Responsible, Engaged, Autonomous & Connected Learners
- ✓ Connected Learners
- ✓ Knowledgeable, Logical, Critical & Creative Thinkers
- ✓ Effective Problem-Solvers & Decision-Makers



SOCIAL AND EMOTIONAL WHEEL OF SUCCESS

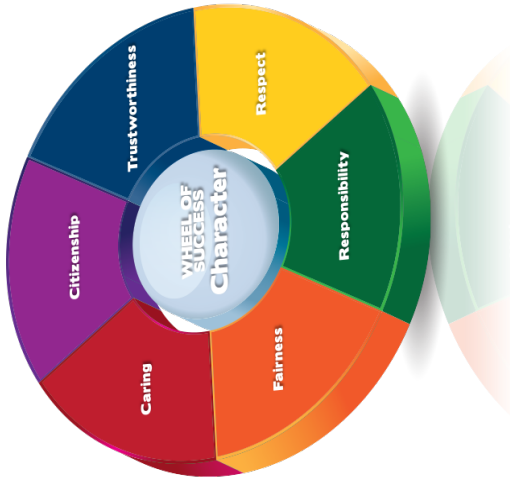
- ✓ Self-Awareness
- ✓ Self-Management Skills
- ✓ Social & Relationship Skills
- ✓ Positive Life Skills & Attitudes



SCHOOL CLIMATE WHEEL OF SUCCESS

- ✓ Positive Culture
- ✓ Engagement
- ✓ Quality Instruction
- ✓ Inspirational Leadership
- ✓ Safety
- ✓ Positive Learning Environment

A substantial body of research demonstrates that a positive school climate effectively increases academic performance, social/emotional and character development and improved conduct.



CHARACTER WHEEL OF SUCCESS

- ✓ Trustworthiness
- ✓ Respect
- ✓ Responsibility
- ✓ Fairness
- ✓ Caring
- ✓ Citizenship

So, the basis of CHARACTER COUNTS! 6.0 is establishing a positive school climate.

NOTES

Take out the Model Standards and review the critical educational outcomes for each of the Wheels of Success. How can the Model Standards be used at your school?

WORKSHEET 6 - WHAT WOULD YOU LIKE TO SEE MORE OF AND LESS OF?

	From Students	From Staff	From Parents
Academic Domain More Less			
Social Emotional Domain More Less			
Character Domain More Less			
School Climate More Less			

The Six Pillars of Character

Trustworthiness	Respect	Responsibility
Fairness	Caring	Citizenship

The Six Success Skills

Self-Discipline	Resilience	Diligence
Perseverance	Positivity	Learning

TRUSTWORTHINESS - You can trust me because:

- I tell the truth
- I am honest and don't cheat or steal
- I do the right thing even when it's hard

RESPECT - I am respectful because:

- I follow the "Golden Rule"
- I value and accept everyone without prejudice

RESPONSIBILITY - I am responsible because:

- I think before I act
- I take responsibility for what I say and do
- I always do my best

FAIRNESS - I am fair because:

- I play by the rules
- I think about how my conduct affects others
- I don't take advantage of others

CARING - I am caring because:

- I am kind
- I help others when they need it
- I pay attention to the feelings of others

CITIZENSHIP - I am a good citizen because:

- I obey laws and rules
- I help make the school and community better
- I protect the environment

SELF-DISCIPLINE – I show this by:

- Making sure my behavior is appropriate and reflects my values
- Understanding that just because I feel like doing something doesn't mean I should, or that I have to do it

RESILIENCE – I show this by:

- Bouncing back from difficulty or failure
- Accepting the fact that even when life is tough, I know I can survive

DILIGENCE – I show this by:

- Doing my best work in all I do because it is worth it
- Realizing that I might not be the best, but I will try to be the best me

PERSEVERANCE – I show this by:

- Being able to resist temptations and pressures to give up or quit
- Choosing to persist as long as I am able

POSITIVITY – I show this by:

- Having a positive outlook that can help me accomplish positive results
- Understanding how having a negative attitude can affect my happiness
- Choosing to find a positive alternative

LEARNING – I show this by:

- Learning new things so that I can continue to grow and develop
- Focusing and understanding that learning is up to me
- Understanding the mind is a muscle that gets stronger with use

When students feel liked and respected by their teachers, they find more success in school, academically and behaviorally.

CHARACTER COUNTS! 6.0



Video Lesson: I Believe in You

DEFINING ELEMENTS

1. Common Language: The Six Pillars and The Six Success Skills
2. T.E.A.M.- Teach, Enforce, Advocate, Model

Teach

- Specify: Make clear the values & traits you want students to learn. Define: Make sure students understand what it means in terms of their conduct. Apply: Use the language of the Pillars consistently and continuously.

Enforce

- Confer appropriate positive and negative consequences with consistent application and monitoring.

Advocate

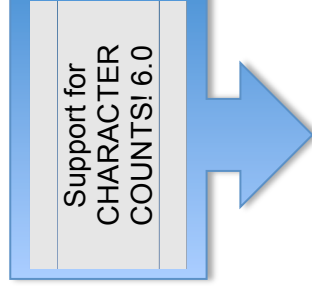
- Communicate clearly and intentionally the importance your school attaches to character and the traits you want to instill. Provide constant encouragement while making sure you are not neutral about the importance of good character.

Model

- Be self-conscious about setting a good example in what you do and say.
3. Best Possible Result (BPR) Decision-Making Effective – Ethical – Best Possible Result
 4. Model for Mindsets and Change
 5. Four Wheels Of Success
Academic, Social and Emotional, Character, School Climate
 6. Model Standards & Matrix
 7. Key & Lock Beliefs

WHAT IS REPRESENTED IN CHARACTER COUNTS! 6.0?

- Character Development
- Social and Emotional Learning
- Critical Thinking
- Whole Child
- Common Core
- Climate and Culture
- 21st Century Student Outcomes
- Change Theory
- Growth Mindset
- Anti-Bullying / Pro-Kindness



- CHARACTER COUNTS! 6.0 is the result of a very deliberative and conscientious effort to integrate the best discoveries and insights of each theory within one comprehensive overarching strategy.
- At the center of CHARACTER COUNTS! 6.0 is the foundational premise of CHARACTER COUNTS! since its inception – attaining meaningful, measurable and sustainable changes in behaviors and beliefs requires the creation of a culture or climate that promotes the

development of core ethical values and character traits (the Six Pillars of Character) and positive life skills and attitudes.

- Thus, one will find in CHARACTER COUNTS! 6.0, important elements of each of the theories and initiatives noted above.

IMPLEMENTATION STRATEGY FOR A SCHOOL OR ORGANIZATION

An effective CHARACTER COUNTS! initiative will need to be:

MEANINGFUL

- CHARACTER COUNTS!® instructional strategies should deal effectively with issues that are relevant and are intentionally taught.

MEASURABLE

- CHARACTER COUNTS!® should show effectiveness with measurable changes in attitudes and conduct.

SUSTAINABLE

- CHARACTER COUNTS!® must become part of the DNA of a school, organization or community, so that values promoted endure changes in leadership.

IDEAS I CAN USE:

QUOTES

QUESTIONS I HAVE:

MODULE 3 PRINCIPLES OF CHANGE AND MINDSETS

PRINCIPLES OF CHANGE Changing behavior by changing beliefs

- Goal: improve society and the lives of children by improving their values, character and conduct.
- Improvement is positive change.
- Most effective way to change someone: instill or strengthen values that determine choices.

CHARACTER COUNTS! 6.0 IS ABOUT CHANGE

- The idea of changing the character of an individual or the culture of an organization is so daunting that it sometimes doesn't seem possible.
- Changing beliefs, however, even about important things, is much more doable.
- CHARACTER COUNTS! instills or strengthens positive beliefs that promote desirable behaviors and modifies or replaces negative beliefs that support undesirable behaviors.
- An effective CHARACTER COUNTS! implementation embeds positive values (beliefs) into the DNA of individuals and their institutions.

Change Theory is a key student development strategy

- All growth, including acquiring new information, skills, and traits, is change.

CHARACTER COUNTS! 6.0

- It is a challenge to replace a strongly held belief, a mindset, or attitude, with a new belief, attitude or approach.
- Growth occurs when a student replaces beliefs and attitudes that limit academic growth or character development with beliefs promoting behaviors that create success.
- The best way to improve a student's life is to change their behavior by changing beliefs and attitudes.

"If you want to change the world, you eventually have to change how people behave."

"And if you want to change how they behave, you have to first change how they think."

(Influencer – The Power to Change Anything)

As it relates to schools and institutions:

- Behavior is the result of values, beliefs, mindsets and attitudes that dictate our actions.
- We possess many beliefs and attitudes that we did not choose – they came from parents or other social and cultural forces, and adopted without much reflection.
- A primary goal of education is to develop critical thinking skills so that we exercise more control over choices and make decisions based on reason and logic rather than instinct and emotion.

Our attitudes and mindsets affect our actions and reactions. We may not choose our immediate emotional reaction or initial attitude but we can choose to hold on to or change how we react to or feel about a situation.

Video Lesson Empathy - The Human Connection

Insights about change

- Knowledge does not change behavior; must reach the emotions
- Simplify and narrow the choices
- Set specific and concrete behavioral goals
- Go for easy and early successes

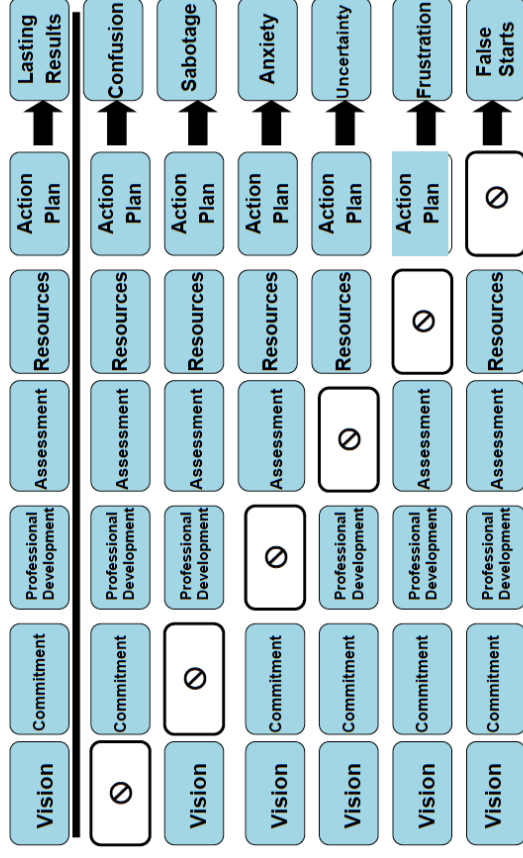
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- Use stories, visual images, simulations and hands-on experiences

STORIES AND VIDEOS YOU LIKE:

FACILITATING CHANGE CHART – Reflect on how these various components are necessary for a successful initiative. You will need to plan for developing an action plan on Day 3.

**Facilitating Change
for a Meaningful, Measureable, Sustainable Initiative**



If any factor is missing, a meaningful, measureable, sustainable change will not happen.
Adapted from Kroster, L., Villa, R., & Thousand, J. (2006). A framework for thinking about systems change

This is a theme that will flow through the three-day Workshop. When you return to your school or organization, we hope you will find ways to convince your students and other stakeholders to have the confidence to realize that things don't stay the same, and that positive change is worth making.

CHARACTER COUNTS! 6.0

In order for change to occur:

People will not change entrenched attitudes or behaviors unless they believe two things:

1. It's worth it.
 - It's worth the effort.
 - What I will get is more valuable than what I give up.
2. I can do it.

CHARACTER COUNTS! can change the entire climate of a school, organization or community.

- Improvement in academic achievement
- Reduction in misbehavior and crime
- Increased attendance
- Improvement in school climate

MINDSETS AND PERCEPTIONS

The Best Way to Change Your Life is to Change Your Attitude

If you change your perspective you change the way you experience the world.

Mindset

- A habitual or characteristic mental attitude or an inclination or disposition that influences or determines a person's responses to and interpretations of situations.
- If you refer to someone's mindset, you mean their general attitudes and the way they typically think about things.

Story: Three stonemasons were asked what they were doing.

- The first man replied: "I am making bricks from this stone."
- The second said: "I am making the foundation for a building."
- The third answered: "I'm building a cathedral."

So what? What difference does it make how a person looks at his/her work?

Perceptions - 1) Do you see the arrow? 2) How many arrows? 3) What word do you see?



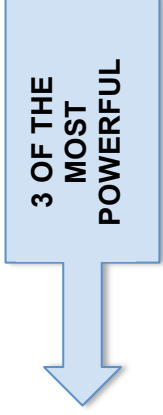
MINDSETS AND PERCEPTIONS

- What we see is not necessarily what is
- What we see is affected by our vantage point and we often do not see all that is before our eyes
- The brain adopts strategies and looks for patterns

MINDSET CHOICES THAT CHANGE YOUR LIFE

Mindsets

- Positive or negative
- Growth or fixed
- Ethics or expediency
- Accountability or excuses
- Judgmental or acceptance



From the Model Standards

A2. CONFIDENT AND DILIGENT LEARNERS

Students are confident that with diligent effort they can learn what they need to know and develop the personal attributes they need to succeed in school and the workplace. (Instead of thinking, “I can’t”, they think, “I can’t . . . yet.”)

2.1 Growth Mindset - Students believe that with focused effort and diligent practice they can: Increase their basic intellectual abilities to master new and difficult concepts; develop life skills, personal attributes and moral virtues; adopt positive attitudes and reject negative emotions and mindsets.

2.2 Learning From Mistakes - Students learn from their mistakes and unsuccessful efforts, treating them as a necessary part of the learning process rather than evidence of an inability to learn.

FIXED MINDSET	GROWTH MINDSET

Why is it important to focus on the concept of mindsets with students? With teachers?

What are specific ways you can introduce fixed and growth mindsets with your students?

Optional Activity

This can be done with a school staff in determining the value of connecting CHARACTER COUNTS! to what a school can do.

Taking a closer look at your school

What makes a class/school safe?

In addition to academic content, what should your students learn that will equip them to be positive and engaged in the learning process and in so doing, develop life skills to function as an adult? Think:

Knowledge – what students should know and understand

Skills – what students should be able to do

You can use the Model Standards to help in responding to the following questions.

CHARACTER COUNTS! 6.0

Traits – what characteristics and attributes of character students should possess

What are the positive values you would like to see more of on the part of your students?

What are specific attitudes and behaviors you would like to see less of on the part of your students?

- Strengthen our "mental muscle" for bringing focus back where we want it, when we want it.
- Helps us recognize our emotions, when they occur, and to change how we respond to them.
- Raise awareness of our own thoughts, emotions, and senses. This grows our understanding of what other people are experiencing.
- Teach breathing and other mindfulness practices that relax the body and mind, giving access to peace independent of external circumstances.

Mindfulness for Students

It's important for educators to provide age-appropriate mindfulness practices for children.

Mindfulness has been found to:

- Mitigate the effects of bullying (Zhou, Liu, Niu, Sun, & Fan, 2016)
- Enhance focus in children with ADHD (Zhang et al., 2016)
- Reduce attention problems (Crescentini, Capurso, Furlan, & Fabbro, 2016).
- Improve mental health and well-being.
- Improve social skills when well taught and practiced in children and adolescents.
- Emotional problems such as anxiety, stress and depression can affect self-esteem, performance, and social interaction to a great extent in students. Recent findings suggest that mindfulness practice may facilitate the ability to manage stress and lead to improved well-being in students..
- Mindfulness practice leads to higher scores on self-report measures of optimism and positive emotions in elementary school students. Moreover, in a study conducted by Wall (2005), self-reported findings showed children feeling calmer, and had an enhanced experience of well-being,

MINDFULNESS

- Mindfulness is noticing what is happening right now by taking notice of how your body feels and what you see, smell and taste.
- Mindfulness is also noticing what your mind is doing.
- When you notice what is happening around you, you focus more deeply, and that attention to your own senses will help you improve in many areas of your life.
- It can help you to calm down when you're sad, angry or frustrated.
- Mindfulness helps you deal with tough emotions and can make you happy and feel good.

Benefits of Mindfulness

Scientific evidence suggests that mindfulness interventions:

- Improve attention, self-control, and emotional resilience

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Student's Social and Emotional Challenges

- Experience greater pressures earlier in life

- Feel more stress and anxiety than ever before
 - What if the school day began with a few moments of quiet and stillness?

What is Your Favorite Mindfulness Mantra?

Invite students to write their mantra on their pencils so calm is always at their fingertips.

Seven Things Mindful People Do Differently (Elisha Goldstein)

1. Approach everyday things with curiosity – and savor them.
2. Forgive their mistakes, big or small.
3. Show gratitude for the good moments and grace for the bad ones.
4. Practice compassion and connections.
5. Make peace with imperfection, inside and out.
6. Embrace vulnerability by trusting others and themselves.
7. Accept {and appreciate} that things come and go.

MODULE 4

ACADEMIC WHEEL OF SUCCESS

USING THE MODEL STANDARDS AND MATRIX

Concerned with instilling academic knowledge and values that will help students to:

1. Succeed in school (including college or other post-secondary education);
2. Succeed in the workplace;
3. Live happy, worthy and fulfilling personal lives;
4. Become engaged, responsible and productive citizens.

Look at the Model Standards in the Academic Wheel of Success and notice the connection to the desired outcomes for students.

Model Standards in Academic Wheel of Success

A1. *Motivated, Committed Learners*

- A1.1. Curiosity
- A1.2. Personal Growth & Lifelong Learning

A2. *Confident, Diligent Learners*

- A2.1. Growth Mindset
- A2.2. Learning From Mistakes

A3. *Responsible, Engaged, Autonomous, Connected Learners*

- A3.1. Dedicated to Education
- A3.2. Fully Engaged in the Learning Process
- A3.3. Self-Directed
- A3.4. Resourceful and Discerning Researchers
- A3.5. Versatile Learners
- A3.6. Connected to School Community

A4. *Knowledgeable, Logical, Critical, Creative Thinkers*

- A4.1. Ability to Acquire and Remember Knowledge
- A4.2. Ability to Understand Knowledge
- A4.3. Ability to Apply Knowledge
- A4.4. Ability to Analyze, Evaluate (Critical Thinking)
- A4.5. Ability to Create, Innovate (Synthesis)
- A4.6. Ability to Concentrate
- A4.7. Perceptive, Observant
- A4.8. Open-Minded
- A4.9. Intellectual Integrity
- A4.10. Intellectual Independence
- A4.11. Intellectual Humility
- A4.12. Pursuit of Wisdom

A5. *Effective Problem Solvers and Decision-Makers*

- A5.1. Rational Decision-Making Process
- A5.2. Ethical Decisions
- A5.3. Effective Decisions
- A5.4. Best Possible Result

SUCCESS SKILL IN LEARNING

- Students believe in the importance and value of continuous self-improvement, personal growth and life-long learning. They demonstrate self-confidence in their ability to learn what's needed and to develop the personal attributes to succeed.
- Students approach learning and other aspects of their lives with a growth mindset, believing they can: 1) Increase basic intellectual abilities; 2) Develop life skills that enhance success in all areas of their lives.
- Students demonstrate personal responsibility for their education by becoming self-directed learners, fully engaged and connected to the school community.

Key Beliefs Related to Skill of Learning

- It is important to keep learning new things so that I can continue to grow and develop.
- It is up to me to focus and learn.
- The mind is a muscle that gets stronger with use.
- I will enjoy school more and be successful if I take charge of and participate in my own education.

Instructional Strategies

1. Make connections between the skills they are developing now and opportunities for future success.
2. Encourage students to develop proposals for their own extra credit projects on topics of interest.
3. Have an optional learning/reading center that students can access when they have extra time.
4. Teach strategies that will help students focus, such as taking deep breaths or jotting down or visualizing a goal.
5. Show students that they already are life-long learners, learning new things every day.
6. Focus praise on effort and improvement rather than grades or natural abilities.
7. Choose content that is relevant to students.
8. Create opportunities for students to interact with others who they may not otherwise associate.

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WORKSHEET 7 - HOW YOU CAN PROMOTE SUCCESS SKILLS OF LEARNING IN THE ACADEMIC DOMAIN

Each group refers to the Matrix in the Academic Domain.

Identify at least three reasons why teaching the skill is important:

1. _____

2. _____

3. _____

What are the key beliefs you would like to instill in students?

- _____
- _____
- _____

Share at least 4 specific strategies to teach the skills.
For each strategy shared, determine if this reflects:

T – Teach E – Enforce A – Advocate M– Model

Strategy	T.E.A.M.
1.	
2.	
3.	
4.	

MODULE 5 PROMOTING A POSITIVE SCHOOL CLIMATE

Creating a positive and safe values-based school climate and culture.

What is school climate? Why is it important?

- Nurtures personal growth
- Conducive to learning
- Students are and feel physically and emotionally safe
- Promotes healthy lifestyles

INDICATORS OF A POSITIVE SCHOOL CLIMATE

- Positive Culture
- Engagement
- Quality Instruction
- Inspirational Leadership
- Safety & Positive Behavior
- Positive Learning Environment

A detailed look at each of the indicators is found in the Model Standards. Specific desired outcomes and action steps will be discussed as part of implementation on Day 3 of the Seminar.

Video Lesson: Every Opportunity

WORKSHEET 8 – SCHOOL CLIMATE

Share a story about a negative school climate that you have experienced. What do you think made it a negative place for students and staff?

Share a story about a positive school climate that you have experienced. What do you think made it a positive place for students and staff?

Review the indicators of a positive school climate. Why do you believe these will make a difference in your school environment?

Reflections and Homework

As you reflect on Day 1 of the Student Development Workshop:

- What was significant for you?

- What surprised you?

- What do you plan to do differently with your learning from today?

Homework for Day 2

Complete the Six Pillar Personal Inventory on the following pages. This is a personal reflection activity that will not be collected, but will be discussed on Day Two.

Six Pillars Personal Inventory

How Do You Rate Yourself in the Following Areas?

5. I invariably demonstrate this quality. No improvement needed.
 4. I almost always demonstrate this quality.
 3. I usually demonstrate this quality.
 2. I often demonstrate this quality.
 1. I seldom demonstrate this quality.

	1	2	3	4	5
TRUSTWORTHINESS					
1. Telling the truth even when it may cost me					
2. Being sincere — not being deceptive, tricky or sneaky					
3. Being candid and forthright, volunteering information others need or want to know					
4. Honoring others' property (not stealing)					
RESPECT					
5. Treating others the way I would like to be treated					
6. Respecting the privacy of others (including kids' privacy)					
7. Respecting autonomy by letting others make decisions about their own lives					
8. Being courteous and polite; not yelling, insulting or embarrassing others					
9. Demonstrating acceptance and tolerance of racial, ethnic, religious, and ability differences					
RESPONSIBILITY					
10. Doing your professional duty					
11. Being accountable for what you do and don't do					
12. Doing your best, pursuing excellence in all you do					
13. Demonstrating control of your temper, desire and passions					
14. Demonstrating self-discipline by doing what you should do even when it is difficult or unpleasant					

Six Pillars Personal Inventory (continued)

How Do You Rate Yourself in
the Following Areas?

5. I invariably demonstrate this quality. No improvement needed.
4. I almost always demonstrate this quality.
3. I usually demonstrate this quality.
2. I often demonstrate this quality.
1. I seldom demonstrate this quality.

	1	2	3	4	5
FAIRNESS					
15. Listening with an open mind					
16. Treating people fairly, justly and equitably to the best of your ability					
17. Being consistent when your behavior affects others					
18. Being careful and thorough in making judgments and decisions about or affecting others					
19. Using fair and open procedures in making decisions that affect others					
CARING					
20. Demonstrating to family and friends that you care					
21. Demonstrating to colleagues and parents that you care					
22. Demonstrating to young people you work with that you care					
23. Being kind and considerate					
24. Empathizing with colleagues and parents					
25. Empathizing with administrators and supervisors					
26. Empathizing with subordinates or volunteers					
27. Being charitable and generous with your time					
28. Being charitable and generous with your money					
CITIZENSHIP					
29. Scrupulously following organization rules and policies					
30. Playing by the rules (no cheating or taking short cuts)					
31. Respecting authority					
32. Obeying the law					
33. Paying your taxes (whatever is lawfully owed)					

- How can you use this in your role within your school or organization?

From Day 1, identify the ways beliefs were instilled:

Direct Teaching

Experiential Learning

Vicarious Experiences

CHARACTER COUNTS! 6.0

Student Development Workshop

DAY 2

WORKSHEET 9 – PERSONAL ATTRIBUTES

At the tables you will find papers with descriptive words of personal attributes. What are five attributes that best describe the students you work with? Put a sticker on those five.

Answer the following questions related to the personal attributes you see in your students or those you possess:

1. What is the best way to teach these attributes? Can you think of a way you might integrate this attribute within an academic lesson plan?

2. What are strategies you could initiate to eliminate the negative attributes?

Let's take a minute to review what we covered on Day 1. There are three ways to instill beliefs: direct teaching; experiential activities; vicarious experiences.

- What specific strategies did we use for direct teaching?
- What experiential activities did we use?
- What were the vicarious experiences used throughout Day 1?
- What did you learn that you didn't expect?

MODULE 6 VALUES, KEY AND LOCK BELIEFS

The essence of CHARACTER COUNTS! 6.0 is explicit and overt identification and teaching of the key beliefs (values) that will result in choices that produce desired behaviors.

What are values and why do they matter?

Definitions: Values

- Values are beliefs, attitudes and desires that shape goals and motivate choices.
- Values are the building blocks of character and shape the nature and quality of our personal and social interactions.
- The beliefs and attitudes that drive the choices a student makes.

Choices

- Demonstrates the ability to make a good decision.

Behavior

- A student acts in a way that is consistent with Six Pillars of Character and desired character traits.

What you need to know about values and choices

Choices of attitudes and behavior are determined by values

- All behavior is the result of choices
- Choices create consequences
- Our values shape our choices, which shape our behaviors

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- We need to believe we can change behaviors by the choices made, and ultimately values
- ✓ Our attitudes and mindsets affect our actions and reactions.
- ✓ We may not choose our immediate emotional reaction or initial attitude.
- ✓ We can choose to hold on to or change how we react to or feel about a situation.

How are values instilled or adopted?

- Instruction: Direct teaching and advocacy concerning what is right, desirable and effective
- Emulation: Adoption of attitudes and beliefs of others (i.e., role models)
- Habituation: Inculcation of automatic patterns of thinking and being

Methods of teaching/instilling beliefs that will produce desired behaviors

- Explanation – Directed teaching
- Experiential activity - Generates self-discovery and an emotional commitment to desired beliefs and behavior
- Vicarious experience - Stories told orally, by book or video

Approaches to the intentional and explicit teaching of CHARACTER COUNTS!

1. Best instructional practices
 - Strategies, pedagogies, classroom management techniques that are designed to actively engage students.
2. Infusion of character into academic curriculum
 - Embed the teaching of character skills into academic content making the connection to where the desired values and traits intersect with a lesson.
3. Organizational strategies
 - School committee prepares specific lessons or assembly programs around a monthly theme.

4. Free-standing character lessons
 - Using teacher-prepared lessons or resources from CHARACTER COUNTS! Today Counts, Way To Go.

Values Video Clips

Concert
Natalie Gilbert & Mo Cheeks
Locker

WORKSHEET 10 – FOCUS ON VALUES VIDEO CLIPS

1. What words would you use to describe each person's character in these video clips?

2. What values did you see embedded in these video clips?

3. What choices had to be made in the clips? What were potential consequences associated with the options?

4. What value(s) or belief(s) do you think drove the choices of:
The concert pianist

Mo Cheeks

The athlete

5. Where do you think these values came from? How were they instilled or developed? Can they be taught? How?

Ethical values help us sort through conflicting messages and tell us the right way to go.

“Decisions are easy when you know your values.” -Roy Disney

Stated Values - What we say we value and the level of importance we say we attach to the value.

Operational Values - What we actually value – our highest priorities revealed by our actions and choices.

There is often inconsistency between what we say that we believe and what it is we do.

Are They Stated Or Operational?

- Mission or Value Statements?
- Handbook rules? PBIS expectations?
- School pledge? Posters?
- School Improvement Goals?

“You do not learn how to ride a bicycle by looking at pictures of bicycles in a book and studying laws of physics. You learn how to ride a bicycle by getting on a bike and riding.” Barbara Lewis

Similarly, you learn to be a good person by the choices you make. Your actions are the result of putting what it is you value into practice.

Intrinsic Values

- Beliefs about feelings and achievements that are intrinsically good and worthy as end states (not merely means to an end); they define ultimate goals.

Instrumental Values

- Beliefs about what is important to achieve other goals or outcomes. These are intermediate values; means to an end.

Non-ethical Values

- Beliefs about what is effective, desirable or pleasurable without reference to the moral quality of the result; non-ethical values are ethically neutral.

Ethical Values

- Beliefs about what is right and good based on moral duty and virtue; beliefs about what traits of character and ways of being are morally right and good.

WORKSHEET 11 – VALUE ACTIVITY

1. How is an ethical value different from a regular value?

2. What is the difference between a stated value and an operational value?

3. What is the difference between an instrumental value and an intrinsic value?

Key and Lock Beliefs Key Values

- Positive values (beliefs and attitudes) that unlock potential and open doors to success, personal growth and fulfillment.

Lock Values

- Negative values that limit potential, impede achievement and prevent personal growth and fulfillment.

Video Lesson

“The Dot” by Peter Reynolds

Listen to the locks and how the teacher turns Vashti’s locks into keys.

Are these keys or locks? Why?

- Everyone lies; it’s no big deal.
- No one really cares whether or not I do my homework.
- I like to help out other kids when I can.
- I don’t like studying but I know I will do better if I do.
- If someone treats me with disrespect, they will be sorry.
- I can control my temper if I want to.
- There’s no limit to what I can do if I put my mind to it.
- The more I plan the more I succeed.
- I believe in the Golden Rule: he who has the gold, rules.

CONCEPTS:

IDEAS I CAN USE:

WORKSHEET 12 – KEY AND LOCK BELIEFS

What are key and lock beliefs of the students you work with?

Two locks and two key beliefs in the academic domain

1. Lock

Key

2. Lock

Key

Two locks and two key beliefs in the social/emotional domain

1. Lock

Key

2. Lock

Key

Two locks and two key beliefs in the character domain

1. Lock

Key

2. Lock

Key

Share specific instructional strategies that could be used to instill these beliefs in students to eliminate or replace the lock beliefs.

MODULE 7

SOLUTIONS FOR YOUTH WITH CHALLENGES

Researched-Based Tangible Solutions

1. Sensory-Processing
2. ADHD
3. Self-Regulation
4. Anxiety and Panic Disorders

These are real problems faced by today's youth.

1. Sensory-Processing Disorder (SPD)

- ✓ I have trouble focusing & concentrating.
- ✓ I'm overly sensitive to loud sounds.
- ✓ I hate having my hair brushed, washed, or cut.
- ✓ I hate being tickled or cuddled.
- ✓ I am a picky eater. I resist new foods and textures.
- ✓ I seem to be unaware of normal touch and pain. I sometimes touch others too softly or too roughly.
- ✓ I chew on everything.
- ✓ I have poor gross-motor skills such as running or bike-riding.
- ✓ I have poor fine-motor skills such as cutting and handwriting.

Why does SPD happen? Those with SPD have a brain that has trouble organizing information from the senses.

2. Three Types of ADHD

- ✓ **Primarily Hyperactive-Impulsive Type ADHD** – These youth feel the need for constant movement – they often squirm and struggle to stay seated. They may appear to be driven by a motor and talk excessively, interrupt others, blurt out answers and struggle with self-control.
- ✓ **Primarily Inattentive-Type ADHD** – These youth make careless mistakes because they have difficulty sustaining attention and following details, organizing tasks, are forgetful and easily lose things.

- ✓ **Combined Type-ADHD** – These youth demonstrate six or more of the symptoms of inattention and six or more of the symptoms of hyperactivity and impulsivity.

3. Self-Regulation

- ✓ The ability to manage your emotions and behavior in accordance with the demands of the situation.
- ✓ Being able to resist highly emotional reactions to upsetting stimuli.
- ✓ Being able to calm yourself down when you get upset.
- ✓ Being able to adjust to a change in expectations
- ✓ Being able to handle frustration without an outburst.
- ✓ Being able to direct your own behavior toward a goal despite your feelings or unpredictability of the world.
- ✓ Self-regulation has been described as a combination of temperament (personality-based) and learned behavior.

What are the Benefits of Fidgets?

- ✓ Provides ability to calm
- ✓ Provides ability to focus
- ✓ Provides sensory input
- ✓ Provides ability to listen
- ✓ Distracts from worries and anxiety
- ✓ Increases ability to pay attention
- ✓ Supports self-regulation
- ✓ Eases social anxiety
- ✓ Supports fine motor growth

All Examples of Fidgets or Sensory Objects

- ✓ Resistance bands
- ✓ Velcro under seats
- ✓ Chip bag clips and others that do not make sounds
- ✓ A variety of pipe cleaners
- ✓ Erasers, bendable pencil covers, etc.
- ✓ Paper clips or other twisty objects
- ✓ Squeezy or stress balls
- ✓ Silly Putty or other putty Substance
- ✓ Bracelets to twirl on wrists
- ✓ Rubber bands to flip or wear on wrists

What is the Aim of Cognitive Behavioral Therapy (CBT)?

- To increase self-awareness
- To encourage a better self-understanding
- To help us recognize the 'negative traps' or 'vicious cycles' we get caught in
- To improve self-control by developing more appropriate cognitive and behavioral skills

How do You Overcome Cognitive Distortions?

- *Recognize* the irrational belief or thought.
- *Dispute* the irrational belief or thought.
- *Replace* it with a rational belief or thought—push it out and replace it with logic and rationality!

MODULE 8

STRATEGIES TO INSTILL THE SIX Pillars OF CHARACTER

Aspen Declaration

In July 1992, the Josephson Institute of Ethics hosted a summit conference in Aspen, Colorado. A diverse group of ethicists, educators and youth-service professionals convened to find ways to work together and boost their character-education efforts. The declaration that concluded this meeting would form the intellectual foundation for CHARACTER COUNTS!

1. The next generation will be the stewards of our communities, nation and planet in extraordinarily critical times.
2. The present and future well-being of our society requires an involved, caring citizenry with good moral character.
3. People do not automatically develop good moral character; therefore, conscientious efforts must be made to instruct young people in the values and abilities necessary for moral decision making and conduct.
4. Effective character education is based on core ethical values rooted in democratic society, in particular, trustworthiness, respect, responsibility, fairness, caring and citizenship.

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5. These core ethical values transcend cultural, religious and socioeconomic differences.
6. Character education is, first and foremost, an obligation of families and faith communities, but schools and youth-service organizations also have a responsibility to develop the character of young people.
7. These responsibilities are best achieved when these groups work in concert.
8. The character and conduct of our youth reflect the character and conduct of society; therefore, every adult has the responsibility to teach and model the core ethical values, and every social institution has the responsibility to promote the development of good character.

What is Character?

- Character is ethics in action.
- Character is the moral strength to do the right thing even if it costs more than you want to pay.
- Character is how you behave when no one is looking.
- Character is the sum total of a person's traits and qualities.

ACTIVITY

Write a slogan that speaks clearly as to what is character.

C1. COMMITMENT TO CHARACTER AND ETHICS.

Students understand the personal and social importance and the basic terminology and concepts of character and ethics. They strive to acquire the knowledge, adopt the values and develop the skills, traits and conduct patterns of a person of good character, and they seek to govern their choices and actions by universal moral/ethical principles.

- C1.1. Good Character – Components
- C1.2. Importance of Character
- C1.3. Responsibility for Character
- C1.4. Six Pillars of Character
- C1.5. Knowledge of Ethical Concepts & Terms

From the
Model
Standards

DISCUSSION ON THE SIX PILLARS OF CHARACTER

This module will include direct teaching, experiential activities and vicarious experiences. Effective tools and strategies will be provided for each Pillar.

ACTIVITY - SIX PILLAR POSTER

Step 1:

Divide wall chart paper in half. On one side list the words or phrases that represent your Pillar; on the other side list or draw symbols that represent your Pillar.

Step 2:

Using the words and symbols, write “Key Beliefs” for students.

Step 3:

Using one of the key beliefs, prepare a learning experience.

A. THE WHAT

WHAT do you want your students to know (or do). Identify the content or skill to be learned.

B. THE HOW

HOW will students learn? What methods, strategies, tools or activities will you use to make sure they get it?

C. THE WHY

WHY are students learning this skill? Why do students need to know or do this? What’s in it for them? How do they benefit?

ACTIVITY - SIX PILLAR COMMERCIAL

- Using what you learned from the Six Pillar Poster Activity, pick out the most significant aspects of your Pillar.
- As a Pillar Team, please create a “commercial” no longer than 2 minutes to “sell” the value.
- All members of the group must participate.

The commercials will be shared with the class.

A place in the Workbook is provided for you to identify specific ways to T.E.A.M. (Teach, Enforce, Advocate & Model) each Pillar. Refer to the Matrix in the Character Domain as each of the Six Pillars is discussed.

TRUSTWORTHINESS

Students recognize both the moral and practical significance of trustworthiness as an essential ingredient in meaningful and lasting relationships and career success. They strive to earn and maintain the trust of others by consistently demonstrating the ethical virtues of integrity, honesty, promise-keeping and loyalty.

Aspects of Trustworthiness – Model Standards

- C2.1. Integrity
- C2.2. Honest Communications
- C2.3. Honest Actions
- C2.4. Belief That Honesty Pays
- C2.5. Promise-Keeping & Reliability
- C2.6. Loyalty

Beliefs to Instill

I will be a better student if I act on the following beliefs:

- Trust is essential to all of my important relationships.
- Honesty is the best policy.
- I should keep my promises.
- It’s not worth it to lie or cheat because it hurts my character.

Trustworthiness Video Clips

The Legend of Baggor Vance
Liar, Liar

White lies often look very different from the perspective of the person lied to. **THE TEST:** Upon learning of the lie, would the person you lied to thank you for caring? Or feel manipulated or betrayed?

Questions to ask on Trustworthiness

These essential questions act as instructional guides. When students have understood the concepts of Trustworthiness the questions will help them construct the knowledge learned and apply it to their everyday lives.

	Elementary	Secondary
Key Questions	- What is trust? - How can I be honest when talking with others?	- Why is it important to have trustworthy relationships? - What is integrity? - What are the key elements of trustworthiness?
Supporting Questions	- Who is important to me? - What is right and wrong? - Whom do I trust? - Should I trust everybody? - When I make a mistake, what should I do?	- What does it mean to trust others? - How can I be dependable? - Why is it important to be consistent? - When trust is broken or absent, what are the results? - Can trust be repaired?

THE PILLAR OF TRUSTWORTHINESS	Key Beliefs I Would Like to Instill in My Students:

Suggested strategies to T.E.A.M. the Pillar	What I can do in my classroom or school to T.E.A.M.
TEACH	
- Direct teaching - Stories read or told - Ethical decision-making - Display student work - Activity	_____
ENFORCE	_____
- Character-based discipline - Connect with PBIS	_____
ADVOCATE	_____
- Use Pillar language - Quotations - Student recognition - Posters	_____
MODEL	_____
- Teacher as a model/mentor - Create a caring classroom	_____

Effective Tools and Tactics for Building Trustworthiness

Create a Climate of Trustworthiness in the Classroom

- Show loyalty to the school and its people (administrators, teachers, staff, parents and students). Show loyalty in your words and actions. Deal with disagreements in an orderly, confidential way, not with gossip.
- Have a “Thought of the Day.”
- Be cautious about making promises to students, parents and staff. Only make promises you have the ability and intent to keep. If unforeseen circumstances prevent you from keeping a promise, explain and apologize openly. Don’t blame others or make excuses.
- Be honest in your words and deeds. Do everything possible to convey truth to the best of your knowledge.
- Walk your talk. Live your beliefs. Be who you say you are.
- Establish classroom rules and school policies that include: honesty, promise-keeping, loyalty and integrity as reminders for classroom behavior.
- Recognize students for trustworthy behavior.
- Create an “Honesty Wall of Fame” by adding photos of students who show honesty in the classroom or throughout the school.

Infuse Trustworthiness into Classroom Lessons

- Focus on the pillar for a full month in the class or school.
- Select a trustworthy character in literature or history and discuss the specific behavior that represents the pillar beliefs.
- Design a “Tower of Trust” in art class.
- Search for examples of untrustworthy behavior in literature. Rewrite the story replacing untrustworthiness with behavior that is honest and reflects integrity or promise-keeping.
- Create plays, skits or puppet shows depicting trustworthy heroes.
- Write and perform coral presentations describing the elements of trustworthiness.

RESPECT

Students treat every individual with respect and judge others on their character and ability without regard to race, religion, sexual orientation, political ideology, gender, age, or other physical or personal characteristics based on the belief that all individuals are worthy and that their well-being and dignity is important simply because they are fellow human beings.

Aspects of Respect – Model Standards

- C3.1. Treating Others With Respect
- C3.2. Golden Rule
- C3.3. Basic Dos and Don’ts of Respect
- C3.4. Respectful and Kind School Climate
- C3.5. Respecting Privacy
- C3.6. Respecting Autonomy of Others

Beliefs to Instill

I will be a better student if I act on the following beliefs:

- Treat everyone the same whether they are my friend or someone I don’t know very well.
- I should be courteous and have good manners.
- I should live by the Golden Rule: Treat others the way I want to be treated.
- Avoid being a bully or fighting with others.

Questions to ask on Respect

These essential questions act as instructional guides. When students have understood the concepts of Respect the questions will help them construct the knowledge learned and apply it to their everyday lives.

	Elementary	Secondary
Key Questions	- What is respect and self-respect? - How can I respect myself and others?	- How can I live by the Golden Rule? - How can I gain respect? - What do tolerance and the autonomy of others mean?
Supporting Questions	- How do I treat others? - How can I know if what I do makes others happy? - What can I do to treat others the way I'd like to be treated? - How do others feel?	- What are the actions of respectful people? - How can I show respect and be respectful? - What does it mean to be tolerant of those who are different? - What choices do I have to develop and maintain self-respect?

Respect Video Clip
Burger King Bullying PSA

IDEAS I CAN USE:

THE PILLAR OF RESPECT	Key Beliefs I Would Like to Instill in My Students:
Suggested strategies to T.E.A.M. the Pillar	What I can do in my classroom or school to T.E.A.M.
TEACH - Direct teaching - Stories read or told - Ethical decision making - Display student work - Activity ENFORCE - Character-based discipline - Connect with PBIS ADVOCATE - Use Pillar language - Quotations - Student recognition - Posters MODEL - Teacher as a model/mentor - Create a caring classroom	

Effective Tools and Tactics for Building Respect

Create a Climate of Respect in the Classroom

- Be polite to students, parents, faculty and staff.
- Celebrate the uniqueness of individuals in your school by discussing ways in which you have a stronger class because of so many different abilities and traits.
- Define respect, dignity, privacy, courtesy, individuality and uniqueness. Decorate the room with these words.
- Develop classroom guidelines for treating one another with courtesy, allowing others to maintain their sense of dignity and appreciating others' individuality.

Infuse Respect into Classroom Lessons

- Focus on respect for an entire month.
- Prepare a "Radiating Respect" bulletin board with a big, shining sun. Add students' photos when they're caught being respectful to one another in class.
- Have a "manners" workshop. Practice good manners as you eat a special meal together.
- Video yourselves sharing a snack, playing at recess, or eating a meal. Use the video to spark ideas on ways to show more respect to one another.
- Create skits, essays, poems and songs about the elements of respectful behavior.

Check out the Matrix for additional instructional strategies that could be used to teach the key beliefs of the Pillar of Respect.

RESPONSIBILITY

Students display responsibility by: doing what they are required to do and what they should do; accepting responsibility for the consequences (i.e., being accountable) for what they say, do and think; and using critical thinking (A4) and decision-making (A5) skills to avoid rationalizations and excuses and make rational, prudent choices.

Aspects Of Responsibility – Model Standards

- C4.1. Compliance: Doing What Is Required
- C4.2. Ethics: Doing What Should Be Done
- C4.3. Consequences for Their Words
- C4.4. Consequences for Their Actions
- C4.5. Developing and Using Positive Attitudes and Life Skills
- C4.6. Self-Reliance and Prudent Money Management
- C4.7. Learning From Experience
- C4.8. Being Rational and Reflective
- C4.9. Healthy Choices

Beliefs to Instill

I will be a better student if I act on the following beliefs:

- I need to hold myself and others accountable for the consequences of words, actions and inactions.
- I should exercise self-control and set a good example.
- It is important to plan, set goals, and persist in order to be successful.
- I should do what I have to do without whining or giving excuses.
- I should do my best work and be my best self.

Questions to ask on Responsibility

These essential questions act as instructional guides. When students have understood the concepts of Responsibility the questions will help them construct the knowledge learned and apply it to their everyday lives.

	Elementary	Secondary
Key Questions	- What are my responsibilities? - How do our responsibilities to others help us live well together?	- How can we share responsibilities and be effective? - What are my long-term and short-term goals? - What can I do to understand my abilities and limitations?
Supporting Questions	- What tasks am I expected to do? - Why do I have to do things? - What would happen if I didn't do some things? - How can I manage my responsibilities?	- How can I develop my self-control? - What can I learn from others? - How can I prioritize my responsibilities? - How can I develop good self-assessment skills? - What can I learn from others? - Do I have a sense of self-control over my behavior?

VIDEO CLIP ON RESPONSIBILITY - LATEEFAH SIMON WORKSHEET 13 - VIDEO REFLECTION

How did the story make you feel?

What did you learn from it?

What Pillars did you see represented in her story?

How did Lateefah Simon handle decision making?

Lateefah said, "My future is up to me." Do you agree? Explain.

How does being responsible give you power?

NOTE: Lateefah Simon left the position as the Director of the Center for Young Women's Development to work in her area's district attorney's program for inmate reentry. She has achieved

recognition for her leadership and has been the recipient of numerous awards: Here in a link to Lateefah's story: http://www.americanswhotellthetruth.org/pgs/portraits/Lateefah_Simon.php

Responsibility and Character Development

- You can't choose to be good-looking, athletic or a genius. You can't choose your parents or the circumstances in which you grow up.
- But, you can choose how to deal with the outrages and opportunities of life.
- From these choices, your character is formed.

QUOTES:

STORIES:

VIDEOS AND ACTIVITIES:

THE PILLAR OF RESPONSIBILITY	Key Beliefs I Would Like to Instill in My Students:
Suggested strategies to T.E.A.M. the Pillar	What I can do in my classroom or school to T.E.A.M.
TEACH • Direct teaching • Stories read or told • Ethical decision making • Display student work • Activity ENFORCE • Character-based discipline • Connect with PBIS ADVOCATE • Use Pillar language • Quotations • Student recognition • Posters MODEL • Teacher as a model/mentor • Create a caring classroom	

Effective Tools and Tactics for Building Responsibility

Create a Responsible Climate in the Classroom

- Be responsible for yourself! Be accountable for your words and actions. Don't make excuses. Be punctual. Pursue excellence in all you do. Do your part and more.
- Develop classroom rules for responsible behavior.
- Decorate the room with word definitions related to responsibility: accountability, self-control, excellence and punctuality.
- List classroom tasks on index cards. Shuffle the cards and let students draw their assignments daily or weekly.
- Praise students for responsible behavior. Be specific. Recognize self-control, pursuit of excellence, doing your part, accountability and punctuality.

Infuse Responsibility into Classroom Lessons

- Search for specific examples of responsible behavior in reading assignments, literature or historical accounts.
- Spot irresponsible examples in literature and list ways in which the character(s) could have behaved responsibly.
- List responsible behaviors on the board. List each student's name under the behavior you observe them doing.
- Focus on responsibility for an entire month.

Check out the Matrix for additional instructional strategies that could be used to teach the key beliefs of the Pillar of Responsibility.

FAIRNESS

Students strive to be fair and just in all their actions by 1) taking turns; 2) playing by the rules; 3) giving due credit to others; 4) asking for and taking only their fair share (i.e., what is due them). They never 1) cheat; 2) claim credit for the work of others; 3) recklessly or falsely blame or accuse others; or 4) take advantage of another's mistakes or ignorance (even when they think they can get away with it or that the other person deserves it).

Aspects of Fairness – Model Standards

- C5. Fairness. Students strive to be fair and just in all actions.
- C5.1. Basics Do's and Don'ts of Fairness
- C5.2. Making Fair Decisions
- C5.3. Proportionality
- C5.4. Complexity of Fairness

Beliefs to Instill

I will be a better student if I act on the following beliefs:

- Treat all people equitably based on their merits and abilities.
- Willingly take turns and share with others.
- Understand the importance of rules to define games, establish order and common expectations.
- Accept the fact that something is not unfair just because I didn't get what I wanted.

Key concepts to understanding the Pillar of Fairness

Process – How we make decisions

- The moral obligation is to make decisions fairly. This is called procedural fairness.
 - Impartiality
 - Fair Notice
 - Fair hearing
 - Gathering of the facts

Results – What we decide (the substance of the decision). The consequences or benefits should be fair.

WORKSHEET 14 – FAIRNESS QUIZ

- The moral obligation is to make fair decisions. This is called substantive fairness.
- There are six major alternative theories of fairness:
 - Equality: treating everyone the same with everyone starting from the same place and needing the same help.
 - Merit: what a person is entitled to receive based on skill or talent.
 - Effort: given in proportion to the effort extended.
 - Seniority: benefits distributed in order of age or seniority
 - Need: equity means giving everyone what they need to be successful.
 - Might: determined on the basis of power granted.

Questions to ask on Fairness

	Elementary	Secondary
Key Questions	- What is fair and unfair? - How can I learn to make fair decisions?	- What do fairness and justice represent? - How can I avoid being unfair? - What moral obligations are involved in fairness?
Supporting Questions	- Why is it important to play fairly and to share? - What can I do to play fairly? - What does fairness mean to me? - How can I put into practice fair decision-making?	- How can I accept fairness when it means I don't get what I want? - What course of action should I take when I see something unfair? - What and who will be affected by my being unfair? - What is a moral obligation?

Check if response is fair, unfair or depends	Fair	Unfair	Depends
1. A senior is suspended and denied the right to go to senior prom for a prank that destroyed school property.			
2. Teacher spends more than half of her time with students that find the work difficult & ignores those who understand the material & want more.			
3. A teacher changes a grade of a high school senior athlete so he/she will not be denied his/her college scholarship.			
4. Student with a learning disability is given more time on a test.			
5. Teacher continually praises & gives better grades to "teacher's pets."			
6. An athlete important to the team is given a chance to re-take a test to stay eligible though that opportunity was not given to others.			
7. Coach of team with 12 players plays only the top 8, making the rest sit out the season with no playing time.			
8. A very talented freshman who everyone acknowledges is by far the best actor/singer is given a small part in the play in deference to less talented seniors who have been in the program longer.			
9. Parents allow 16-year-old daughter to stay out later than 14-year-old sister.			
10. Parents allow their 16-year-old son to stay out later than his twin sister.			
11. A coach uses effort rather than talent and ability to control playing assignments.			

Video Clip on Fairness

Glory

Effective Tools and Tactics for Building Fairness Create a Climate of Fairness in the Classroom

- Show fairness to students, parents and staff by establishing (and adhering to) criteria and guidelines for grading and selecting.
- Decorate the room with definitions of equality, criteria, standards, rules, fairness and appropriateness.
- Announce rules, criteria, guidelines and standards in writing.
- Develop standards that are appropriate for varying age and skill levels.
- Give everyone the same opportunity to achieve the standard that is appropriate for his/her age level. Use equity.
- Reward everyone equally who attains their respective standard.
- Let students determine some standards of behavior or achievement for various activities.
- Remind students and yourself that the formula is: pre-established rules – consistently applied.

Infuse Fairness Into Classroom Lessons

- Focus on fairness for an entire month.
- Have students create simple games employing fairness in the rules and procedures.
- Have teams of students make posters, displays or bulletin boards about fairness. Provide each team with different supplies for the project. Discuss alternative, fair strategies for distributing supplies.
- Create essays, speeches, songs or puppet plays.

Check out the Matrix for additional instructional strategies that could be used to teach the key beliefs of the Pillar of Fairness.

THE PILLAR OF FAIRNESS	Key Beliefs I Would Like to Instill in My Students:

Suggested strategies to T.E.A.M. the Pillar	What I can do in my classroom or school to T.E.A.M.
TEACH	_____
• Direct teaching	_____
• Stories read or told	_____
• Ethical decision making	_____
• Display student work	_____
• Activity	_____
ENFORCE	_____
• Character-based discipline	_____
• Connect with PBIS	_____
ADVOCATE	_____
• Use Pillar language	_____
• Quotations	_____
• Student recognition	_____
• Posters	_____
MODEL	_____
• Teacher as a model/mentor	_____
• Create a caring classroom	_____

CARING

Students demonstrate caring by: 1) displaying sincere concern for the well-being of others; 2) displaying compassion for those in pain or need; 3) being kind and sympathetic to everyone (even those who don't seem worthy of kindness); 4) giving time, service and money to charitable organizations and individuals to help those in need.

Aspects of Caring – Model Standards

- C6.1. Basics Dos and Don'ts of Caring
- C6.2. Caring Moderates Other Ethical Duties

Caring Moderates Other Ethical Duties

Students understand the virtue of caring frequently interacts with other ethical principles requiring them to be careful that:

- Honesty is not causing them to be unnecessarily hurtful or offensively blunt.
- In seeking to impose justice, they do not miss opportunities to be merciful and forgiving.
- While respecting another's privacy, they do not condone or ignore dangerous and harmful conduct.
- Their sense of responsibility is proportionate to their actual level of authority and moral duty and they do not ignore their own needs.

Beliefs to Instill

I will be a better student if I act on the following beliefs:

- I have to show concern for others' well-being.
- I should act compassionately and with empathy.
- I need to be kind and considerate.
- I have to be willing to show mercy and forgiveness.

Questions to ask on Caring

These essential questions act as instructional guides. When students have understood the concepts of Caring, the questions will help them construct the knowledge learned and apply it to their everyday lives.

	Elementary	Secondary
Key Questions	• How can I show I care? • How can I develop empathy?	• How can I become more altruistic? • How can I learn forgiveness? • How can I show conviction for and commitment to being a caring person?
Supporting Questions	• What does being caring mean? • How can I care for my friends? • Who cares for me? • How can I show caring? • What happens when I hurt someone? • How do I feel when someone hurts me?	• How do I feel when someone helps me? • What should I think about when others need help? • What should I do when someone hurts me? • How can I avoid hurting others? • What can I learn from people who've forgiven me for mistakes I've made? • How can I teach others to be more caring?

Video Clip on Caring Change Your Words

CREATING A CULTURE OF KINDNESS

- A Culture of Kindness exists when the climate of a place promotes kindness and discourages unkind thoughts and actions.
- Empathy, compassion, caring and respect are expected and their opposites are out of place.
- Students feel at home and connected to the school, the adults, and peers.

In a Culture of Kindness:

- All social incentives encourage and affirm a spirit of generosity and love and discourage all forms of hurtful or demeaning words or acts.
- Differences are accepted and celebrated.
- It's all for one and one for all; people stand up for and next to each other.

Each member of the community is aware of and understands empathetic behavior. They do not stand for mean or cruel behaviors and act quickly to remedy the situation.

Bullying behaviors are different from good-natured teasing. The difference is when the teasing becomes hurtful or distressful, it stops.

Pro-social bonding activities may include the following:

- Create structured lunch groups, which enable students who don't usually interact with one another to converse. For example, periodically assign seating at lunch and provide a

discussion topic to help students get to know each other.

- Use a daily "Tell me about..." question. This can be about something simple, like a favorite holiday memory for younger children, or it can be adapted for older students by addressing current issues in the media.
- Create a "Compliment Game." The point of this activity is to have students say nice things about each other. You might pick two students each week and put their names on sheets of paper hung at the front of the class, or you can pass papers around while the students are out of the room. Their classmates can then record compliments for them. Emphasize the need to focus on what the student has actually done.
- Challenge students to perform random acts of kindness. One of the rules should be that they reach out to someone they don't know or that they do something that benefits the school. Students can keep a journal of their acts or share them in small groups at the end of the week. They should give each other ideas about ways to make those around them feel appreciated, and they should discuss how they felt performing these acts.

By establishing a basic expectation of inclusion, you are on your way to developing a culture of kindness that discourages bullying behaviors. The more practice students have expressing themselves, considering others, and actively trying to promote caring, the more effective this aspect of the program will be.

BULLYING MATRIX: TARGETED YOUTH

Type of Bullying	Targeted Youth
Physical • Hitting • Kicking • Shoving • Spitting • Hazing	Safety must be your first concern. Get out of the situation as best you can. Tell an adult immediately.
Verbal • Teasing • Name calling • Insults • Rumors • Gossip	Tell the person firmly and strongly that you don't like it. Make a joke out of it. (Sometimes just agreeing will deflate a bully: "Yeah, I guess this is a weird shirt.") Remember, the bully is trying to get a negative reaction from you and possibly escalate the situation – don't give in. Stay calm and in control. Discuss this situation with an adult.
Emotional/Non-Verbal • Exclusion • Damaging property • Intimidating gestures • Faking friendship	Know who your friends are. Trust your instincts. Be a good friend. The best way to avoid the situation is to have friends. Talk to an adult to get some new strategies. Alert teachers and staff who are not noticing this behavior.
Cyber – Using text, email, social networks to: • Spread rumors • Embarrass or humiliation • Generate "quizzes" about students • Send hurtful messages	Find the off button. Limit who can reach you. Set emails to go straight to Spam. Block text messages. Unfriend those who are not acting like friends. Print out offending materials to document the problem. Tell an adult immediately.

BULLYING MATRIX: OTHER STUDENTS

Type of Bullying	Other Students
Physical • Hitting • Kicking • Shoving • Spitting • Hazing	Do not put yourself in harm's way by actively interfering. Take action by getting an adult immediately. Do not stand by and watch.
Verbal • Teasing • Name calling • Insults • Rumors • Gossip	Speak up! Don't let a bullying voice be the loudest. Tell your peer that his/her behavior is not cool. Make sure – in the moment or later – that the targeted student knows that the bully doesn't speak for you. Refuse to spread rumors and gossip. Change the subject. Let your friends know you have no interest in putting others down.
Emotional/No Verbal • Exclusion • Damaging property • Intimidating gestures • Faking friendship	Refuse to join in. Many of these behaviors require group participation. Tell your classmate the behavior goes against the standards of the school. Inform a targeted classmate if you know he/she is being set up. Walk away. This sends a message that the behavior is unacceptable. The more people who do so, the stronger the message.
Cyber – Using text, email, social networks to: • Spread rumors • Embarrass or humiliation • Generate “quizzes” about students • Send hurtful messages	Be a good citizen in cyberspace. Apply the Golden Rule in your communications. Don't join in. Cyberbullying requires an audience, so don't engage. Monitor your own web presence. Joining or spending time on hurtful websites, email groups, etc., even casually, sends the wrong message about who you are.

BULLYING MATRIX: ADULT IN CHARGE

Type of Bullying	Adult in Charge
Physical • Hitting • Kicking • Shoving • Spitting • Hazing	Break up the incident. Investigate to determine if it is a larger pattern of bullying behavior. Enforce school policy.
Verbal • Teasing • Name calling • Insults • Rumors • Gossip	Talk separately to the parties involved. Address the behavior. This kind of bullying often works both ways. Remind students of the need to accept all community members. Emphasize personal responsibility and the duty to be caring.
Emotional/Non-Verbal • Exclusion • Damaging property • Intimidating gestures • Faking friendship	Address these behaviors when you see them, though they can be hard for adults to notice. Encourage pro-social activities, such as buddy programs, lunch groups, and other activities that allow students to get to know one another. Emphasize the importance of inclusion. Teach students about difference.
Cyber – Using text, email, social networks to • Spread rumors • Embarrass or humiliation • Generate “quizzes” about students • Send hurtful messages	Understand that even though it may not occur on campus, cyberbullying dramatically impacts students’ experiences at school. Create guidelines for “acceptable use” that define responsible use of the technology. Educate students about their obligation to use the Internet wisely and the potential long-term consequences for poor judgment. Encourage students to print copies of offending material to document issues.

THE PILLAR OF CARING	Key Beliefs I Would Like to Instill in My Students: _____ _____ _____ _____
Suggested strategies to T.E.A.M. the Pillar TEACH • Direct teaching • Stories read or told • Ethical decision making • Display student work • Activity ENFORCE • Character-based discipline • Connect with PBIS ADVOCATE • Use Pillar language • Quotations • Student recognition • Posters MODEL • Teacher as a model/mentor • Create a caring classroom	What I can do in my classroom or school to T.E.A.M. _____ _____ _____ _____ _____ _____ _____ _____

Effective Tools and Tactics for Building Caring Create a Caring Climate in the Classroom

- Be kind to students, staff and parents.
- Select at least one month to emphasize caring.
- When necessary, be firm but not harsh.
- Make your classroom an emotionally safe environment by establishing codes of conduct that discourage sarcasm, name-calling, labeling or putdowns.
- Decorate the room with words related to caring: kindness, love, concern, warmth, friendliness, caregiver, nurture, charity support.

Infuse Caring Into the Classroom Lessons

- Select caring characters from literature as role models. Select uncaring ones as well. Rewrite scenes to show caring instead.
- List opportunities to show caring in an active way . Select one project a week.
- Have “secret pals.” Students draw names of classmates and leave notes, favors or acts of kindness for one another without giving clues as who they’re from.
- Compile a “random acts of kindness” list. Let students select a good deed to do anonymously during the week. Assign essays on how the good deed affects the doer, or have them report verbally on how the unnamed act affected the doer and recipient.
- Play “hug tag” or musical chairs. Have students describe the feeling of being left out. Discuss the importance of and ways to include more people in activities. Play the game again, this time giving cheers, words of encouragement and praise to the people who must sit out.
- Have students write and present simple songs about caring.

CITIZENSHIP

Students recognize and seek to fulfill their civic and social responsibilities by doing their share to contribute to the well-being of the communities in which they are a member (including their school, neighborhood and country).

Aspects of Citizenship – Model Standards

- C7.1. Understand and Appreciate Civil Rights
- C7.2. Understand and Fulfill Civil Responsibilities
- C7.3. Respect Authority and Obey Laws
- C7.4. Participation in Democratic Process
- C7.5. Positive Learning Opportunity
- C7.6. Safeguard the Environment

Beliefs to Instill

I will be a better student if I act on the following beliefs:

- I will play by the rules.
- I need to obey the law.
- I should do my share in my family, class, school and community.
- I recognize my duty to protect and improve the environments in which I live.

Citizenship Video

Tum Chalo

Consider the meaning behind the video.

1. How might it relate to Citizenship?
 2. What message can they take from it to inform their own lives?
 3. How can it be used to influence the lives of their students?
- Their communities and businesses?

Questions to ask on Citizenship

These essential questions act as instructional guides. When students have understood the concepts of Citizenship the questions will help them construct the knowledge learned and apply it to their everyday lives.

	Elementary	Secondary
Key Questions	- What does it mean to be a good citizen? - What are rules?	- What are my civic duties? - How do I enact and protect democratic values?
Supporting Questions	- Why do we have rules? - How can I help? - Why should I do my share? - What does it mean to be a good neighbor?	- What communities do I belong to? - How can I make a difference? - What is the common good? - What are the values of my communities? - How can I participate actively for the collective benefit of communities? - When is civil disobedience appropriate? - How can I be an advocate for a cause?

WORKSHEET 15 – AD CAMPAIGN

You are to create an Ad Campaign promoting a Culture of Kindness to show that students care about each other.

Slogan for the campaign:

Write at least 3 action items that would help to promote the Culture of Kindness campaign:

1.

2.

3.

Effective Tools and Tactics for Building Citizenship Create a Climate of Good Citizenship

- Prepare simple classroom rules for everyone (even teachers) to follow.
- Create a list of classroom “community” responsibilities and privileges. Take turns with responsibilities.
- Select a citizenship emphasis month.
- Focus on citizenship-related words like rights, obligation, duty, pride, selflessness, heritage, law and government.
- Decorate the room with symbols of your community’s heritage.

Infuse Citizenship Into Classroom Activities

- Make a chronology of historical events in your community’s past.
- Assign biographies of historical heroes.
- Create a Citizenship Hall of Fame. Students draw pictures of local living role models and display pictures and captions in the school hallway or library.
- Have students create skits or write poems depicting significant historical acts of good citizenship.
- Have a classroom election or referendum in which students vote on group decisions.
- Have a community heritage celebration.
- Prepare a mural of your community.
- Select a service project each week to improve your school or community.
- Invite community leaders to present and discuss community needs and issues. As a group, develop a plan to improve one situation. Follow through with that plan.

Check out the Matrix for additional instructional strategies that could be used to teach the key beliefs of the Pillar of Citizenship.

THE PILLAR OF CITIZENSHIP	Key Beliefs I Would Like to Instill in My Students: _____ _____ _____ _____
Suggested strategies to T.E.A.M. the Pillar	What I can do in my classroom or school to T.E.A.M.
TEACH • Direct teaching • Stories read or told • Ethical decision making • Display student work • Activity ENFORCE • Character-based discipline • Connect with PBIS ADVOCATE • Use Pillar language • Quotations • Student recognition • Posters MODEL • Teacher as a model/mentor • Create a caring classroom	_____ _____ _____ _____ _____ _____ _____ _____

ACTIVITY – TEAM THE PILLARS

Share three specific ways to Teach, Enforce, Advocate, and Model the Pillars.

1. _____

2. _____

3. _____

MODULE 9

SOCIAL AND EMOTIONAL DOMAIN AND SUCCESS SKILLS

SUCCESS SKILLS IN THE SOCIAL AND EMOTIONAL DOMAIN

Self-Discipline
Resilience
Diligence
Perseverance
Positivity

Success Skill of Self-Discipline

Students demonstrate self-discipline by:

- Doing what they should do even when they might be able to get away with misbehavior.
- Doing what they need to do without excuses.

Key Beliefs

- I can make sure that my behavior is appropriate and reflects my values.

- Just because I feel like doing something doesn't mean I should, or that I have to do it.

Instructional Strategies

- Explain and illustrate how to make positive decisions in difficult situations, resist peer pressure and exercise self-control.
- Role-play scenarios in which students may be tempted to engage in destructive behaviors.
- Explain and illustrate what self-discipline looks like with stories, exercises and activities.

Success Skill of Resilience

Students demonstrate resilience by:

- Maintaining a positive outlook with the courage and will to bounce back from the pain and grief of personal traumas, disappointments, failures and misfortunes.

Key Beliefs

- Negativity in life or in others does not change who I know I am.
- Even when life is tough, I know I can survive.

Instructional Strategies

- Practice strategies for handling difficult people and challenges.
- From current events and literature, analyze how people face and bounce back from tragedy.
- Teach and demonstrate how to overcome obstacles so students can take control of their lives and their education.

"More than education, more than experience, more than training a person's level of resilience will determine who succeeds and fails. That's true in the cancer ward, in the Olympics and in the corporate boardroom." - Dean M. Becker

Strategies to Increase Resilience

1. Strengthen ability to regulate emotions such as sadness, grief, anger fear, jealousy, hatred, resentment

2. Reject negative mindsets and adopt a positive (but realistic) outlook
3. Physical activity
4. Take on new challenges while focusing on lessons learned that make you smarter or stronger
5. Create or fall back on a supportive social network
6. Observe and emulate resilient role models (if they can do it, so can I)
7. Diversion and distraction or reframe the experience.

Success Skill of Diligence

Students demonstrate discipline by:

- Pursuing excellence in all they do. They understand the importance of effort and hard work, and they always strive to do their best.

Key Beliefs

- It's worth it to do my best work in all I do.
- I might not be the best, but I will try to be the best me.

Instructional Strategies

- Set expectations of excellence from all students.
- Acknowledge best efforts, not just best results.
- Instilling in students the skill of being diligent, persistent and hardworking can be a herculean task for teachers.
- Who wouldn't want to work hard, complete what it is they have to do and not just give up when things get tough?
- Developing the skill of diligence just does not happen by chance. Think of your own success as a student or now as an educator and how diligence played a major role.
- As with any of the desired character traits, we realize the change is not in the why or what; rather it is in the how.

Video And Discussion Lesson:

Diligence Changes Just OK Into Can Do <http://bit.ly/2YH3HhJ>

Success Skill of Perseverance

Students demonstrate perseverance by:

- Continuing to perform their responsibilities and pursue their goals despite frustrations, mistakes, setbacks, and other obstacles that make their task difficult or seem impossible.

Key Beliefs

- I am able to resist temptations and pressures to give up or quit.
- I choose to persist as long as I am able.

Instructional Strategies

- Research individuals from a historical perspective to document examples of perseverance.
- Have students discuss mistakes they have made and how they could have turned them into learning opportunities.

Success Skills of Positivity

Students demonstrate positivity by:

- Choosing to be optimistic, enthusiastic, hopeful and cheerful.

Key Beliefs

- Having a positive outlook can help accomplish positive results.
- I understand how having a negative attitude can affect my happiness and I will choose to find a positive alternative.

Instructional Strategies

- Provide opportunities for students to understand that they can't always control the situation, but can control how they choose to respond.
- Have students share negative dialogue they might have and turn it into a positive dialogue.

A Mindset Can Be Changed

- Our mind-set regarding certain aspects of our lives is based on our choice of meaning we give to things.
- We all can consciously decide to develop a positive mind-set.

- Half-full perspective, looking for the bright side of every event
- Believing in the personal ability to endure adverse events and heal
- Believing things can and will get better

Power of Positive Thinking

- Negative thoughts - doubt, fear, worry, doom and gloom, focusing on what could go wrong - diminish the quality of life
- The power of positive thinking is the ability to reduce or eliminate the impact of negative thoughts
- Benefit of taking time to think of 5 things you are grateful for

Using the of Critical Educational Outcomes, Key Beliefs and Instructional Strategies

Turn to the Matrix for the Model Standards in the Social/Emotional Wheel of Success.

WORKSHEET 16 – SOCIAL/EMOTIONAL DOMAIN

Choose 2 Success Skills from Social/Emotional Domain:

- Identify at least three reasons why teaching the skill is important.
- What are the key beliefs you would like to instill in students?
- Each person chooses one of the Way To Go lessons. Teach the lesson.

Review the Social and Emotional skills from the Model Standards. Identify any other skills that would be critical for inclusion in your school.

Optional Activity



Write words or symbols that best describe your assigned trait:

Draw symbols that best describe your assigned trait:

What are locks and keys associated with your words or symbols?

MODULE 10 TAKING CHOICES SERIOUSLY - EXEMPLARY DECISION MAKING

The quality of our lives and the success of our efforts in both our personal and professional lives will be determined by our choices.

Every decision sends a message

- In addition to the immediate and long-term effects of a decision on our own lives, every decision we make sends a message to the world as to what we value and what kind of people we are.
- Thus, we should always consider the potential impact of our choices on our reputation and credibility.

Two core principles for good decision-making

- 1) We have the power to decide what we think, say and do.
- 2) We're morally responsible for the consequences of our choices.

Key aspects of decision-making

- Actions are the result of choices
- Attitudes are the result of choices
- Choices create consequences
- Each change in attitude or actions creates different consequences
- Good choices create good consequences
 - Good choices produce good results.
 - Better choices create better results.
 - The best choices produce the BEST POSSIBLE RESULT.

What we need to teach children and young people

- To think of all choices in terms of potential consequences to themselves and to others (stakeholders)
 - Each person who can be affected by a decision has a "stake" in that decision and a moral claim on the decision-maker to make the decision wisely and ethically.
- Every decision has consequences.
- The greater the potential consequences, the higher the stakes.
- The higher the stakes, the more need there is for careful decision-making.

Aspects of an exemplary decision

Based on sufficient reliable information
Effectively accomplishes the decision-maker's objectives:

- Efficient
- Avoids unintended consequences
- Results in the most good and least harm to each stakeholder
- Is and appears to be ethical:
 - Generates trust
 - Treats all stakeholders respectfully

Acknowledges and fulfills the decision-maker's responsibilities:

- Is fair to all concerned
- Demonstrates caring and concern for all stakeholders
- Abides by laws and rules

Tests for Making Good Decisions

- 1) Role Model Test – Do what you think a person you admire for their ethics and wisdom would do. (e.g., Mother Teresa, your grandmother)
- 2) Publicity Test – Only do what you would do if you knew your decision would be known by everyone (e.g., reported on TV news or Facebook)
- 3) The What-If-Everybody Did This Test – Would I like it if everyone did this?
- 4) Golden Rule Test – Would I want people to do this to me?

Rule of Universality

- Do only those acts, which you are willing to allow to become universal standards of behavior applicable to all people in similar situations.
- If everyone did it, would it be a good thing?

Best Possible Result (BPR)

- Effectively accomplishes the primary objective, in that it solves the immediate problem
- Avoids negative unintended consequences
- Solves the underlying problem, while providing a broader solution and avoiding future problems
- Preserves or advances the decision-maker's relationships
- Enhances the decision-maker's credibility

Recognizing important decisions

1. Is there possible danger of physical harm to you or anyone else?
2. Could you or someone else suffer serious emotional pain?
3. Could the decision hurt your reputation?
4. Could the decision impede achieving an important goal?
5. Could you or someone else suffer significant monetary or property loss?

Decision-Making Model

- 1) Ethical decisions take into account the interests and well-being of everyone affected by your actions (stakeholders).
- 2) Ethical decisions put values of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship above others.
- 3) If it is necessary to violate one core ethical value to honor another, do what will produce the greatest good in the long run.

Key Questions	• Who are the stakeholders? • How can I make a good decision? • What strategies can I use to make a good choice?
Supporting Questions	• Why should I make good or right decisions? • Who/what do I need to think about to make good decisions? • Who will be affected by my decision? • How can I find out if I'm making a good ethical decision? • How can I make better decisions? • How can I change the way I make decisions to improve the outcome? • What steps should I take to achieve a good result for most stakeholders? • How can I help others to make better ethical decisions?

ROLE-PLAY ACTIVITY

Count off by 4 and create a small group that will work through the following role-play at your table.

Jamie is a high school junior. As part of the science class, Jamie is one member of a cooperative learning group that has to complete a project by the following Monday. Each member of the group has a specific responsibility to complete for the project. The group has decided to work on Friday after school and on Saturday morning to put together the project so it can be completed by the Monday deadline. On Thursday, a good friend invites Jamie to a concert on Friday evening. Jamie quickly decides to go. Before leaving on Friday, Jamie meets with the other members of the group to share the decision to go to the concert and that there is no way possible to be in any condition to get up early on Saturday to work on the project. Sunday is out as two other members of the group have family commitments.

The member of your group who has the next birthday plays the role of Jamie. You need to:

- Present arguments that explain the choice you have made.
- Convey the process used to make the decision to go to the concert.
- The other 3 are members of the cooperative learning group. Each will need to:
 - Respond to Jamie about the choice made.
 - Who are the stakeholders in his decision?
 - Discuss what is important in order to accomplish the assigned project.
 - Share what are the unintended consequences of the choice Jamie has made.

Finally, as a group, discuss what could be a decision that Jamie may make to produce the best possible result.

DECISION- MAKING SCENARIOS

Students have friends in another class with the same teacher. Sara and Julie are best friends and tell each other everything. Sara goes to class first and gets all of the answers for last night's homework. Julie doesn't like history, but didn't finish her homework and asks Sara for help.

- Who are the stakeholders in this scenario?
- What Pillars is Sara struggling with in deciding how to answer Julie?
- What do you think Sara would do?
 - Give Julie the answers because they are best friends.
 - Sara can give Julie some of the answers and tell her to finish the homework at lunch.
 - Tell Julie she can't help her.
 - Sara will take time to help Julie complete the homework during lunch, not by giving her the answers but assisting her where she can find them.
 - Tell Julie it would be cheating if she gave her the answers.
 - What do you think Sara ought to do? What does Sara have to think about when making her decision?

Brian is looking forward to the start of the new school year. Right from the first day, Brian's good friends are making fun of a new student who has just moved into the neighborhood. They all joke about how he looks and talks. While walking home after school, one of Brian's friends decides to pick a fight with the new student. Before you know it, others are joining in.

- Who are the stakeholders?
- What options does Brian have?
- What are the potential consequences of his possible choices?
- Who else will be impacted by the decision he makes?
- What do you think Brian will decide to do?
- What do you think Brian should do?

CHARACTER COUNTS! 6.0

Kara is a high school freshman. Last weekend, she was arrested by department store security for shoplifting. She had over \$30 in her purse, and was trying to steal a blouse for \$18. She said that the friends she was with were all swiping things that day, but didn't get caught, and that they were all encouraging her to join in the fun of getting stuff for free.

- Why did Kara choose to steal?
- In her decision to steal, who are the stakeholders she should have thought of?
- What values are in conflict for Kara?
- When confronted with a choice of stealing to fit in or doing the right thing, what should Kara think about before making a decision?
- What were Kara's options? What are the consequences of the various options open to Kara?
- What would have been the best decision for Kara? How do you know?

Day 2 Homework - Dialogue Presentations

You are assigned to a group of 4- 5 members of the class. Each individual in the group chooses one of the topics listed below. With your chosen topic, you will prepare a 7-10 minute dialogue presentation to be presented on the morning of Day 3. The presentations will be given in the assigned groups and not to the whole class.

Dialogue Presentation Topics:

1. Prepare a 7-10 minute presentation on the Six Pillars of Character and the Six Success Skills. You could consider one or more of the following in preparing your presentation:
 - Provide a brief description that identifies key elements of the Pillars and Success Skills
 - Conduct an activity associated with one of the Pillars or Skills:
 - Share specific integration strategies for teaching a desired value or trait.

2. Prepare a 7-10 minute presentation on the T.E.A.M. (TEACH – ENFORCE – ADVOCATE – MODEL) process. You could consider one or more of the following in your presentation:
 - Explain what it means to T- Teach, E – Enforce. A – Advocate and M – Model CHARACTER COUNTS!
 - Provide examples of putting T.E.A.M. into practice.
 - Choose a Model Standard or a Domain and show how the T.E.A.M. process can help promote and reinforce a Model Standard or, more broadly, a Domain.
3. Prepare a 7-10 minute presentation on Decision-Making. You could consider one or more of the following in your presentation:
 - Discuss what is a stakeholder and what is meant by effective and ethical decisions;
 - Explain how one arrives at the Best Possible Result;
 - Use a scenario to teach decision-making.
4. Prepare a 7-10 minute presentation that could be delivered to a school or organization staff. You could consider one or more of the following in preparing your presentation:
 - Key points related to what you have learned about CHARACTER COUNTS!;
 - Major elements of CHARACTER COUNTS! that you believe would have the greatest impact on helping others change;
 - How CHARACTER COUNTS! can be implemented;
5. Prepare a 7-10 minute presentation that explains school climate. You could consider one or more of the following in preparing your presentation:
 - Review the key indicators of a positive school climate and desired outcomes;
 - Identify what a CHARACTER COUNTS! initiative can do to bring about results;
 - Share specific ways how having an enhanced school climate will align with the goal of school improvement.

REFLECTION

- What did you learn as the one doing the presentation? As a listener?
- Are there ideas you can use in your school?
- How can you use a presentation with others in your school or organization?

KEY POINTS:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small gaps between them. There are no vertical margin lines, text, or other markings on the page.

At your table you will find a sentence strip and a marker. Please write on the sentence strip a "slogan," "phrase," or "thought" that has been significant for you during the previous two days. Think of what might go on a "bumper sticker" for someone's car

Direct Teaching

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How to Build Programs That Promote Academics, Social/Emotional Learning and Character

1. Strive to build relationships with students and model character
2. Create awareness of the academic, social and emotional and character beliefs by using visual displays, integration of the common language and being intentional in the implementation of instructional strategies and free-standing lessons.
3. Intentionally teach academics and character at the same time
4. Practice character-based discipline in managing behaviors
5. Provide opportunities to help students make effective and ethical decisions
6. Connect with colleagues to promote a positive learning environment where CHARACTER COUNTS! becomes part of the DNA of a school or program
7. Communicate with parents

A detailed explanation is provided for each of the above strategies to help you create **classrooms of character**.

1. **Strive to build relationships with students and model character**

- Teach as if relationships matter.
- Get to know students as individuals.
- Make sure students know you are invested and committed in promoting academics, life skills and character traits.
- In all that you do, remember the importance of modeling. Your students "learn what they live" so it is important that all adults who interact with children demonstrate positive character traits at home, school and in the community.

2. **Create awareness of the academic, social and emotional and character beliefs by using visual displays, integration of the common language and being intentional in the**

Implementation of instructional strategies and free-standing lessons

- Embed the vocabulary
- Intentionally integrate instructional strategies found in the Matrix of academic, social/emotional and character standards
- Utilize visual displays
- Initiate use of quotations that elicit an emotional response
- Have students journal, reflecting on the desired beliefs
- Create a class motto or slogan
- Develop with students a compact:
 - As students we will...
 - As your teacher I will...
- Do activities that build a sense of "unity" within the class through shared pursuits and projects
- Use collaborative learning models such as cooperative learning
- Use CHARACTER COUNTS! resources – Today Counts, Way To Go lessons (Grades 3-12)

3. **Intentionally teach academics and character at the same time**

- Use the ethically rich content of academic subjects as vehicles for teaching character
- Character isn't considered an "add-on," but part of the academic learning of each student
- Character is intentionally incorporated into teaching objectives
- Teaching methods and activities involve students reflecting about character and ethical issues
- Student learning will be evaluated for evidence of understanding and personal growth in matters of character
- Mine the academic curriculum for its character-building

potential by looking at the subject matter and asking:
What are the natural intersections between the curriculum
I have to cover and the values I wish to foster?

The intersection between content and the Six Pillars creates character connections

4. Practice character-based discipline in managing your classroom

- Successful character education cannot be separated from the system of discipline and student recognition
- Teachers face issues related to character when students make a decision to learn or not to learn, to act in anger or not, to disrupt the class or not. All are matters of skills and character
- Association between character and student conduct is reinforced
- Classroom management and student discipline are areas where the Pillars are most obvious as outcomes of student behavior
- Strive to make the Pillars the focus of behavioral expectations
- Rules posted in each classroom based on Six Pillars
- Discipline Referral Forms based on Six Pillars
- Have behavioral consequence include a project or essay assignment demonstrating the appropriate pillar behavior
- Develop a rehabilitation plan that focuses on student responsibility for misbehavior and an action plan for improved behavior
- Develop a Code of Conduct and teach for high-risk environments (cafeteria, auditorium, hallways, bus, before and after school)
- Have all students sign the Code of Conduct contract

5. Provide opportunities to help students make effective and ethical decisions

- Ensure students understand stakeholders, clarifying

- goals, developing options, effective and ethical decisions, best possible result, consequences
- Help students grasp an understanding of the decision-making process

6. Connect with colleagues to promote a positive learning environment where CHARACTER COUNTS! becomes part of the DNA of the school or program

- The Pillars and Success Skills provide a framework of expectations for conversations among staff
- Take time at a staff meeting to share your character development experiences
- As a team, strive to build awareness by sharing information and practical strategies that illustrate what can be done to infuse character into a lesson
- Discuss strategies for school-wide implementation
 - School-wide CHARACTER COUNTS! Committee
 - Collection and analysis of data
 - Acknowledgement of character being put into action by choices of students and staff
 - Communication
 - Intentional teaching

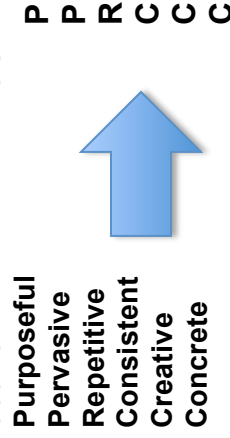
7. Communicate with parents

- Communicate with parents about character on a regular basis
- Use classroom newsletters and conferences as ways to share information about students' character development
- Embed the language of the Six Pillars when you write or speak to parents
- Share the expectations you have for students in the language of the Six Pillars
- Present ways parents can promote the Six Pillars at home.

Student Involvement

- Involve students in planning and leading the CHARACTER COUNTS! initiative
- Involve students in participatory school-wide student government
- Provide informal opportunities for student input
- Challenge students to mount a school wide CHARACTER COUNTS! campaign
- Establish a mentoring system
- Develop community-service goals for school clubs using CHARACTER COUNTS! as a focal point
- Develop goals for all school organizations to integrate the language of the Six Pillars of Character
- Establish a CHARACTER COUNTS! Club or committee
- Recognize student leadership
- Develop a Student Leadership Team. Train students as Ambassadors of Character

An Effective CHARACTER COUNTS! Initiative is ...



PPRCC

- Purposeful – clear objectives with understanding of why character is important.
- Pervasive – Pervade all aspects of school life.
- Repetitive – Messages about meaning and importance of the values and traits should be frequent and explicit.
- Consistent – Attitudes, words and actions must be consistent and supportive of the desired

behaviors.

- Creative – Teachers need to engage students in active learning using a variety of instructional methods.
- Concrete – The desired values and skills must be expressed in the context of relevant situations.

Settings for School Impact

- School-Wide Activities
- Classroom Activities
- Co-Curricular & Sports

School-Wide Messaging

- Marquee messages
- Announcements
- Calendars, notices and flyers
- Banners and murals
- Hallway walls
- Cafeteria and Auditorium
- Playground
- Gymnasium
- School buses

School-Wide Activities

- Word of the Month/Week
- Morning Announcements
- Daily/Weekly Quotations
- Hallway and Door Displays
- School Mural
- Mottos/Slogans
- Library Exhibits
- Booklists
- Theme Assemblies

CHARACTER COUNTS! 6.0

- Rewards, Awards, Prizes
- Contests
- Ceremonies and Rituals
- Pride Campaign
- Cafeteria Table Tents
- “Six Pillars” Clubs
- Student Newspapers
- Food/Clothing Drive
- “Honor” Roll (non-academic)
- Recognition Wall
- Fund-Raising for Charities
- Community Service Projects
- Cross-Age Tutoring
- School Service Projects
- Landscaping/Gardening
- Student-Designed T-shirts
- “Six Pillars” Graffiti Wall
- Pledges, Codes & Rules of Conduct
- Peer Counseling/Mentoring

Quotations

Start each day or week with a selected quotation, an essay assignment or brief discussion:

- 1) Selected by principal, teachers or students
- 2) Found at www.whatwillmatter.com
- 3) Original quotes/slogans/bumper stickers written by students

Consistent Practices Focusing on CC!

- Professional development opportunities conducted on a regular basis by school champions
- Parent Meetings/Workshops
- An organized CHARACTER COUNTS! Committee or Team
- Student/Faculty Task Force

Hallways and doors

- Displayed with a wide array of professional or student drawn posters, drawings, montages, etc. that reflects the messages of CHARACTER COUNTS! and celebrate student goals and achievements.

Murals

- Students can adorn large public areas and main entryways with permanent or temporary (on paper or plywood) murals with CHARACTER COUNTS! themes.

Mottos

- Students can propose and select school-wide and class level (e.g., 10th grade) mottos and slogans to articulate and reinforce CHARACTER COUNTS! messages.

Library Exhibits and Book Lists

- Designate special areas for books related to one or more of the Six Pillars.
- Create a “role models” display with books on people (e.g., Martin Luther King, Mother Teresa, Gandhi, Cesar Chavez, Helen Keller, etc.) whose lives demonstrated good character.
- Create a pamphlet of books organized by the Six Pillars of Character. This could be done as a school-wide project or by a smaller group that distributes the list to other students and teachers.

Theme Assemblies

- Conduct school assemblies focusing on a theme related to character development. Community members might be invited to speak about one or more of the Six Pillars. Students might also perform skits, deliver speeches and participate in debates/discussions.

Awards

- Recognize and reinforce behavior that shows good character by holding “Good Character” award programs.

Contests

- Focus on one or more of the Pillars or the Success Skills.
- Essay or speech contests.
- Art contest with winning entry printed on bumper stickers, T-shirts, etc.
- Fundraising contests with proceeds benefiting an organization that advances a given Pillar.

Cafeteria Table Tents

- Have students design small folded cards with quotes, ethical dilemmas or other messages about character. Place these on cafeteria tables and encourage everyone to discuss them at lunchtime.

Recognition

- Periodically have students nominate their peers using criteria based on the Six Pillars of Character. Frame and retain the photos on a specially designated wall.

“6 Pillar and 6 Success Skills Clubs”

- Organize “6 Clubs” — one for each Pillar and Success Skill.

School or Community Projects

- *Public Area Beautification:* Help students organize and carry out a cleanup of a park or playground.
- *Authorized "Six Pillars" Anti-Graffiti Wall:* Organize students and paint a mural focusing on good character on a wall in the community.

Peer Mentoring

- Designate young people to serve as peer counselors and mentors. Incorporate the Six Pillars into their training.
- Arrange for middle and high school students to counsel and tutor younger children.

From the discussion we have had, listening to the ideas of your colleagues and reviewing the strategies related to

IDEAS I CAN USE AT MY SCHOOL:

[illegible]

Ideas and strategies that a teacher could use within a classroom setting

In addition to school-wide strategies, here are integration tools for the classroom setting:

Classroom Activities

- Problem Based Learning or Class projects
- Class discussions using CC! instructional resources
- Classroom rules developed and ratified by students
- Reinforcement techniques — praise for effort, approval, correction with high expectations
- Use of vicarious experiences or experiential activities

Classroom Discussions

- Connection to academic content and with reading or writing assignments, social studies, etc.
- National or local news events
- School rules and procedures
- Discussion questions included with CC! Resources – Today Counts or Way To Go
- Use of CC! free lesson plan bank
- Morning or classroom meetings

Students consider and express their thoughts regarding the ethical or character aspects of some issue in the form of:

1. Literature commentaries (books/stories)
2. Writing personal essays or journaling
3. Delivering speeches
4. Setting short-term on long-term goals

Individual or Group Projects

- Cartoons and posters

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- Original quotations
- Picture books
- Songs, skits, plays, videos
- Writing character commercials
- Journalistic-style interviews

Instructional methods

- Direct teaching
- Cooperative learning
- Guest speakers/instructors
- Small group discussion
- Videos
- PPT slide presentation
- Case studies
- Experiential activities
- Surveys
- Role-playing

Morning Meeting Ideas

- One minute greeting – walk around, shake hands and say good morning.
- Share - best thing you did this weekend, favorite movie, book or TV show and why.
- Discuss classroom key beliefs and choices that will impact behavior.
- Observation skills - What did you notice?
- Present a quote to discuss, or review a story read or a video clip viewed with connections to character and choices.

Bloom's Taxonomy Verbs

Use verbs aligned with Bloom's Taxonomy to create discussion questions and lesson plans that ensure your students' thinking progresses to high levels.

Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
Analysis	Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select

SCHOOL CLIMATE

The Fourth Wheel of Success focuses on school climate. As was previously discussed, there are six indicators of a positive school climate.

Indicators of a Positive School Climate

- **Positive Culture**
- **Engagement**
- **Quality Instruction**
- **Inspirational Leadership**
- **Safety & Positive Behavior**
- **Positive Learning Environment**



With each of the indicators of a positive school climate, there are desired outcomes that should exist.

School Climate - Positive Culture

Desired Outcomes

- SC1.1 Welcoming and accessible
- SC1.2 Respectful and supportive relationships
- SC1.3 Clear, fair and consistently implemented rules and policies
- SC1.4 High expectations and standards (culture of excellence)
- SC1.5 Growth mindset
- SC1.6 Participatory decision-making
- SC1.7 High staff morale

School Climate – Engagement

Desired Outcomes

- SC2.1 Parent involvement
- SC2.2 Student engagement
- SC2.3 Staff consensus and commitment
- SC2.4 Administrator presence and participation
- SC2.5 Professional development opportunities

School Climate – Quality Instruction

Desired Outcomes

- SC3.1 Effective instructional strategies
- SC3.2 Collaboration with colleagues
- SC3.3 Proactive interaction with parents
- SC3.4 Useful and productive student assessments
- SC3.5 Feedback and accountability

School Climate – Inspirational Leadership

Desired Outcomes

- SC4.1 Inspires commitment to vision
- SC4.2 Establishes a strategic plan
- SC4.3 Effective and efficient management
- SC4.4 Trust and confidence of constituents
- SC4.5 Regular communication

School Climate – Safety & Positive Behavior

Desired Outcomes

- SC5.1 Practical and effective disciplinary rules, policies and strategies to prevent and deal with violence, physical and cyber bullying and emotional abuse
- SC5.2 Security regarding outside threats
- SC5.3 Emergency preparedness
- SC5.4 Detect and deal with weapons, drugs and alcohol
- SC5.5 Prevention of dangerous physical conditions

School Climate – Positive Learning Environment

Desired Outcomes

- SC6.1 Attractiveness and maintenance of physical plant
- SC6.2 Instructional areas conducive to learning
- SC6.3 Adequate physical space in classrooms
- SC6.4 Adequate resources for instruction and co-curricular activities
- SC6.5 Assessment of the learning environment

WORKSHEET 17 POSITIVE SCHOOL CLIMATE

Identified are key attributes and desired outcomes. The assigned activity is to list specific actions or strategies a school could do to produce the outcome.

POSITIVE CULTURE		List specific actions or strategies to produce the outcome
Key Attributes	Outcome (Discuss or suggest how to create)	
Welcoming and accessible	Parents, students and staff feel valued and connected.	
Respectful & supportive relationships	All constituents are treated and treat each other ethically and responsibly. Teachers form positive relationships, meaningful bonds with students. Students feel connected to and pride in their school.	
Consistently implemented rules & policies	Clear behavior expectations are established that are distributed and consistently implemented or enforced.	
High expectations and standards (culture of excellence)	Communications and activities reflect high standards of excellence re: performance of teachers, staff, students and parents. Students do their best work and teachers provide models of excellence. Students are given opportunities to revise and improve their work.	
Growth mindset	A growth mindset is promoted and the belief that all students can succeed and increase their academic and performance skills with diligent effort is affirmed.	
Participatory decision making	Meaningful opportunities are provided to staff, students and parents to give opinions and participate in both content and implementation decisions.	
High staff morale	All staff feels valued, treated fairly and believe that they are an important part of the school's mission. They have pride in the school, its mission and the role they play.	

CHARACTER COUNTS! 6.0

Identified are key attributes and desired outcomes. The assigned activity is to list specific actions or strategies a school could do to produce the outcome.

ENGAGEMENT

Key Attributes	Outcome (Discuss or suggest how to create)	List specific actions or strategies to produce the outcome
Parent involvement	A high percentage of parents attend events, respond to communications and volunteer to play some constructive role with the school. They are informed about the mission and methods of the school.	
Student engagement	A high percentage of students are engaged in their own education. They do their homework, attend regularly and on time, ask questions, and are involved in and attend activities.	
Staff consensus and commitment	All teachers understand, accept and seek to advance the school's mission including programs and strategies. Even if they don't fully agree they accept their responsibilities to play their role and they do not undermine constructive attempts to achieve institutional objectives.	
Administrator presence and participation	Administrators are visible and participate actively in school and parent events, in classrooms and in reviews of instructors.	
Professional development opportunities	There is ongoing support and engagement with regular and consistent PD opportunities made available to all staff on character development.	

CHARACTER COUNTS! 6.0

Identified are key attributes and desired outcomes. The assigned activity is to list specific actions or strategies a school could do to produce the outcome.

QUALITY INSTRUCTION

Key Attributes	Outcome (Discuss or suggest how to create)	List specific actions or strategies to produce the outcome
Effective instructional strategies	Teachers are responsible for professional development in effectively to instill knowledge, beliefs and attitudes that produce high academic performance, social and emotional competence and the development of character traits.	
Collaboration with colleagues	Teachers are part of a professional learning community that discusses curriculum, instructional techniques, student progress and school climate.	
Proactive interaction with parents	Teachers are responsive and helpful to parents who seek information or guidance but they also proactively seek to engage parents in the academic and behavioral aspects of their children's school experience.	
Useful and productive student assessments	Teachers regularly provide constructive feedback of student work, allowing students to persist until they achieve competency. Teachers provide assessments of progress (including evaluation of strengths & areas that need improvement) to students and parents.	
Feedback and accountability	Teacher effectiveness is regularly assessed by peers and administrators. Teachers receive detailed and constructive feedback.	

CHARACTER COUNTS! 6.0

Identified are key attributes and desired outcomes. The assigned activity is to list specific actions or strategies a school could do to produce the outcome.

INSPIRATIONAL LEADERSHIP

Key Attributes	Outcome (Discuss or suggest how to create)	List specific actions or strategies to produce the outcome
Inspires commitment to vision	The principal, with the input of teachers, staff and parents, formulates a vision for school improvement and inspires commitment to the vision by all critical constituencies.	
Establishes a strategic plan	The leadership team formulates specific measurable objectives for each year and a strategy and timeline to achieve those objectives.	
Effective and efficient management	Administrators are effective managers of the people and fiscal resources of the school.	
Trust and confidence of constituents	Leadership creates and retains a high degree of credibility and trust among teachers, other staff, parents and students.	
Regular communication	Leadership systematically and effectively communicates with teachers, staff, parents and students regarding matters that concern them, and is accessible for response and feedback.	

CHARACTER COUNTS! 6.0

Identified are key attributes and desired outcomes. The assigned activity is to list specific actions or strategies a school could do to produce the outcome.

SAFETY AND POSITIVE BEHAVIOR

Key Attributes	Outcome (Discuss or suggest how to create)	List specific actions or strategies to produce the outcome
Practical and effective disciplinary rules, policies and strategies to prevent and deal with violence, physical and cyber bullying, emotional abuse	The school has and regularly enforces comprehensive, practical rules, policies and procedures to prevent and deal with violence, physical and cyber bullying and emotional abuse.	
Security regarding outside threats	The school maintains visible and competent security personnel and/or other measures to protect against outside intrusion or threats.	
Emergency preparedness	The school has a current plan and the necessary trained resources to deal with emergencies.	
Detect and deal with weapons, drugs and alcohol	The school has effective surveillance and other methods of detecting weapons and drug or alcohol use, and clear policies for dealing with violations of school policies in these areas.	
Prevention of dangerous physical conditions	The school implements a regular safety check system of all school facilities to detect and repair any dangerous conditions.	

CHARACTER COUNTS! 6.0

Identified are key attributes and desired outcomes. The assigned activity is to list specific actions or strategies a school could do to produce the outcome.

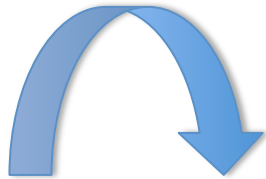
POSITIVE LEARNING ENVIRONMENT

Key Attributes	Outcome (Discuss or suggest how to create)	List specific actions or strategies to produce the outcome
Attractiveness and maintenance of physical plant	The school demonstrates pride and responsibility in the physical appearance of all school facilities and strives to assure that instances of deterioration are removed and that areas are clean, painted and regularly maintained.	
Instructional areas conducive to learning	Classrooms and other learning venues are designed and maintained to provide a clean, quiet learning environment.	
Adequate physical space in classrooms	Instructional and other facilities are sufficient to allow students and teachers to safely and comfortably engage in educational and co-curricular activities.	
Adequate resources for instruction and co-curricular activities	School has adequate learning and co-curricular activity resources (e.g., books, white boards, equipment) to achieve educational objectives.	
Assessment of the learning environment	The school conducts a regular assessment of the learning environment related to safety, program implementation and communication. Parent and staff input is requested through use of surveys and/or focus groups.	

SCHOOL CLIMATE SUMMARY

Indicators of a Positive School Climate

- 1. Positive Culture
- 2. Engagement
- 3. Quality Instruction
- 4. Inspirational Leadership
- 5. Safety & Positive Behavior
- 6. Positive Learning Environment



✓ What are the elements of the indicators of a positive school climate, the key attributes, desired outcomes and action steps that could be applied to your school?

Indicator	Key attribute that applies to our school	Action steps our school could take as part of a CHARACTER COUNTS! initiative
Culture		
Engagement		
Quality Instruction		
Inspirational Leadership		
Safety and Positive Behavior		
Positive Learning Environment		

Three areas of impact:

WORKSHEET 18 - SPHERE OF INFLUENCE

- **Personal** (own life)
- **Professional** (within the sphere of your work)
- **Some influence** (areas you don't control, but can influence those who do)

On post-it notes, write an impact you can make in each of the three areas.

Stick your post-its in the appropriate area on the sheet.

Use this as a tool for getting ideas from others in your constituency.

Constituents and Expectations

Administrators:

Personal:

- Internalize and act on the values of the Six Pillars in their daily lives (personal and professional);
- Develop greater self-efficacy in accordance with change theory;
- Be intentional in their behaviors and actions;
- Make changes in their lives based on the values of CC!

Professional:

- Implement TEAM in their school or organization;
- Facilitate the creation and employment of Professional Learning Communities for their staff, including setting aside time for them to be effective and facilitate regular meetings;
- Coordinate effective implementation of classroom management in accordance with the CC! program;
- Identify data that can be used to measure program efficacy school wide in accordance with materials presented in the CDS; initiate discipline systems that are aligned with the values of the CC! program;

- Ensure regular training opportunities for all school/organization staff, including internal presentations and contracted trainings for specific areas (bullying, curriculum integration and co-curricular activities);
- Ensure school-wide adherence to the program, including involving and educating parents so they might employ strategies under the CC! program with their children at home;
- Set up regular parent involvement meetings and education opportunities;
- Institute a school-wide vision that clearly communicates expectations and roles for all stakeholders;
- Employ CC! strategies in their discourse with all staff and students;
- Monitor and celebrate effective classroom management strategies;
- Monitor and celebrate improvements in student behavior and attitudes according to the values of the Six Pillars in and out of the classroom;
- Initiate physical plant improvement projects to ensure a safe and positive learning environment and enhance student connectedness.

Some Influence:

- Advocate for wider implementation through meetings and other forms of dissemination of the concepts of CC!;
- Work with other administrators to encourage broad implementation in the community;
- Advocate for funding to allow resource and professional development purchases;
- Contact local businesses, colleges and other community centers to speak to stakeholders on topics related to CC!

Teachers:

Personal:

- Internalize and act on the values of the Six Pillars in their daily lives (personal and professional);

- Develop greater self-efficacy in accordance with change theory;
- Be intentional in their behaviors and actions;
- Make changes in their lives based on the values of CC!

Professional:

- Implement TEAM in their classroom practice;
- Create or participate in a PLC and employ reflective practice;
- Apply classroom management strategies demonstrated and learned in the CDS;
- Collect data that will help with reflective practice and measurement of the success of teaching CC! content (homework assignments, attendance, cleaner classrooms, more respectful discourse, fewer infractions, etc.);
- Integrate CC! into their lesson content and reflect on the efficacy of their efforts (by planning and journaling);
- Teach their students the importance of perception;
- Teach their students to behave according to the values of the Six Pillars in and out of the classroom.

Some Influence:

- Advocate for wider implementation through staff meetings and other forms of dissemination of the concepts of CC!;
- Lobby for widespread data collection;
- Work with other teachers to form PLCs in their school;
- Advocate for parent education on the values of the Six Pillars (either directly to administration or in parent meetings);
- Demonstrate the efficacy of the program to the rest of the school and encourage wider participation;
- Advocate for funding within the community and from grant awards;
- Contact local businesses, colleges and other community centers to speak to their students on topics related to CC!

Youth-Serving Organizations:

Personal:

- Internalize and act on the values of the Six Pillars in their daily lives (personal and professional);
- Develop greater self-efficacy in accordance with change theory;
- Be intentional in their behaviors and actions;
- Make changes in their lives based on the values of CC!

Professional:

- Implement TEAM in their organization;
- Train staff in the values of the CC! program;
- Design a mission statement that clearly communicates the values of the organization based on those of CC!;
- Create meaningful learning opportunities for staff and encourage reflective practice to strengthen implementation;
- Introduce the CC! program to all stakeholders (youth, their parents and others involved in the programming);
- Identify data that can be used to measure program efficacy in accordance with materials presented;
- Initiate discipline systems that are aligned with the values of the CC! program;
- Create meaningful opportunities for youth to put the values of the program into practice;
- Ensure regular training opportunities for all staff, including internal presentations and contracted trainings for specific areas (bullying and co-curricular activities);
- Set up regular parent involvement meetings and education opportunities;
- Employ CC! strategies in their discourse with all stakeholders;
- Monitor and celebrate effective strategies, integration and efficacy of CC!;
- Monitor and celebrate improvements in youth and staff behavior and attitudes according to the values of the Six Pillars;
- Initiate physical plant improvement projects to ensure a safe and positive environment, and enhance connectedness.

Some Influence:

- Identify where they have influence beyond their role and employ the measures listed above;
- Advocate for wider implementation through meetings and other forms of dissemination of the concepts of CC!
- Lobby for widespread training using data to support the proposal;
- Work with other organizations to encourage broad implementation in the community;
- Advocate for funding to allow resource and professional development purchases;
- Advocate for funding within the community and from grant awards;
- Contact local businesses, colleges and other community centers to speak to stakeholders on topics related to CC!
- Encourage them to visit the CC! website to learn about the value of good character.

NOTES:

WORKSHEET 19 WHAT WE DO AND WOULD LIKE TO DO

By your school team or assigned group.
What are the positive things we are already doing related to teaching, enforcing, advocating and modeling character that promotes a positive school climate?

Teach	Enforce	Advocate	Model

Considering all that we already do effectively, what specific strategies should we consider doing that will enhance our school's or program's character development efforts?

Teach	Enforce	Advocate	Model

MODULE 12

WORK OF A CHARACTER COUNTS! TEAM

A CHARACTER COUNTS! team will:

1. Lead
2. Plan
3. Implement
4. Monitor
5. Evaluate
6. Sustain

3-6 Month CC! Implementation Checklist

1. **Put a team together** that will help you implement your program. Decide who will be on the team. Here are some suggestions of key leaders to ask:

- **Administrator** – Someone who can make or break the initiative if time is devoted to the planning work on campus
- **Counselor or dean** – Someone who can help integrate CC! into discipline procedures
- **Teachers** or representatives from academic departments – Those that can help with curricular integration
- **Parent representatives** –Who can help with the TEAM process at home and mobilize other parents
- **Student representatives** – Those that can integrate into school life and advocate for students in the process

2. **Collect baseline data**

- Review the data constantly, and use it to make data-driven decisions about the direction of the CC! initiative
- Make adjustments if necessary

3. **Integrate into the life of your school**

- **More Of / Less Of activity** - Think of behaviors they want to see more of and less of in the school. Areas you may consider include:
 - Student behavior and academic achievement
 - Relationships: staff-student, staff-parent, staff-staff, parent-staff, parent-student, student-staff
 - School climate
 - Before and after school behaviors
- Categorize the behaviors according to the Six Pillars. You will see that most behaviors can be dealt with through one or more of the Pillars
- Evaluate which behaviors are the ones you can realistically and effectively address
- Develop strategies to get the job done

4. **Appoint a person** who will take responsibility for developing each CC! integration strategy. Here are some suggestions for areas to implement:

- **Document and Policy Procedures** – Embed CC! in school policy, hiring practices, discipline referrals, mission statements, etc.
- **Curriculum** – Use the ethically rich curriculum to teach character and academics at the same time
- **Counseling** – Life skills, relationships and other lessons can be centered around the Six Pillars
- **Student Life** – Invite student representatives to be part of the data reviews and decision-making process and integrate the Pillars into student events and activities
- **Parents** – Involve parents and families so they can teach the values at home, help out with school events and provide regular feedback on integration
- **School hosted events** – Plan to integrate and communicate CC! at parent events, assemblies and CC! Week

- **Extra-Curricular/After-School Activities** – Don't forget to include these programming staff in training and development

5. **Make CC! part of the overall school improvement initiative**
6. **Continue professional development** – Hold regular meetings and sharing and distributing resources (both those created on-site and those developed by CC!)

Review your initiative - After one year, review where you are with each of the above stages. Use your **data** to monitor progress and make necessary adjustments to the implementation.

NOTES:

DATA

Conduct a needs (climate) assessment and gather baseline data. Evaluate program and adjust accordingly.

Collect information

- Survey what your school, organization or community is doing to encourage good character.
- Assess the needs of the school, organization, or community using surveys, focus groups and other tools.

Prepare for assessment

Who - Should be surveyed

What - Questions to ask

When - Time of year

How

- Online
- Focus groups
- Paper and pencil

Develop Baseline Statistics from:

- Police: graffiti, drug and alcohol use, vandalism, petty thefts
- School Discipline Records: referrals, detentions, tardies, absences, suspensions
- Academic Records: standardized test scores, overall grade-point averages by grade and subject, rates of late and incomplete homework

Use the Data Management Report in the Addendum section of the Workbook to track data.

Measuring Impact - CHARACTER COUNTS! Works

- Define success – start with the end in mind. What specific attitudes and behaviors are you trying to change?
- What are the measurable markers (i.e., evidence) of the change?
- How much change is needed to justify the effort?

MEASURING “WHERE YOU ARE”

Before you officially launch your CC! initiative, you need to assess where you are so you can determine where you want to be and measure results. This step is very important, yet often gets overlooked. You'll need this information later to:

- Create a purpose and focus for CC!
- Gain funding for ongoing programming
- Establish an action plan for implementation
- Motivate staff to change
- Refocus your efforts

Benefits of Evaluation

The benefits are many because your initiative will be able to:

- Prove its effectiveness
- Persuade influential entities to endorse the program
- Convince others to adopt or keep the program and help it expand
- Secure renewable sources of funding more easily
- Identify its strengths and weaknesses for continual improvement
- Encourage and recharge everyone involved
- Celebrate achievements and recognize exceptional contributions

Two Types of Data

There are two kinds of data you can analyze: quantitative and qualitative.

Quantitative, or “hard” data, focuses on numbers and frequencies and consists of statistics. Examples of quantitative data are numbers of discipline referrals, survey scores or test results.

Qualitative, or “soft,” “nuanced,” or “contextual” data, focuses on words and meanings. It can provide an in-depth description of a situation. Examples of qualitative data are

anecdotes and informal observations.

There's a trade-off between the two, but ultimately you should use them together to gain a comprehensive picture. When you say discipline referrals dropped 20 percent from one year to the next, that data is hard and indisputable. However, qualitative data can help determine *why* the referrals dropped. Likewise, you could discover quantitatively that 80 percent of teachers are integrating character education into their curriculum. Qualitative data can help you discover how they're doing it.

Typical methods for collecting quantitative data are:

- Records – School, law enforcement and census records are all great sources of data.
- Surveys – Ask yes-no or multiple-choice questions, or have respondents rank opinions on a predetermined scale.
- Structured interviews – Interviewers follow a pre-set list of questions to solicit concise answers, but interviewees are often allowed to expand on their responses.
- Structured observations – Observers have a checklist of behaviors or indicators they're looking for.

Typical methods for collecting qualitative data are:

- Testimonials – These are anecdotes about how CC! works on the front lines. Although they're valuable, you need to gather more kinds of data for the evaluation.
- Essays – This is a great way to measure how fully integrated character development is in the school or community. Essay topics can include students' actual experiences with CC! or their feelings about the importance of character.
- Participant observation – Evaluators take detailed field notes over several visits, gaining comprehensive insight into procedures.
- Unstructured interviews – Although interviewers have prepared questions beforehand, they don't have to stick to the script;

they can explore responses with follow-up questions. These questions are often more open-ended.

What kind of behaviors you'll measure and how you'll measure them must be strategically coordinated to your vision and plan. For example, if your goal is to decrease the number of discipline referrals for insubordinate behavior, make sure your assessment includes measuring the indicators of that behavior as well as the steps taken to reduce it.

Evidence of CHARACTER COUNTS! Success Downey, California

ACADEMIC PERFORMANCE

- API scores rose 5%, an increase of 63% over the previous 3 years before CCI

HIGHER GRADUATION RATES

- Graduation rates have been over 92% since CCI implementation; statewide graduation rate is 68%.

REDUCED SUSPENSIONS & EXPULSIONS

- Suspension days decreased 41% from 6,417 to 3,757; expulsions fell 64% from 229 to 82.

PARENTS LOVE PROGRAM

- 96% said CCI is a valuable part of the school; 94% said, "My child is exhibiting the Six Pillars of good character at home and at school."

TEACHERS SUPPORT

- 96% said, "The content and training they received to implement CHARACTER COUNTS! is useful in helping build students' character"; 95% "would recommend CCI training to others."

STUDENTS SUPPORT

- 94% agree: "I feel the CCI program makes me a better student," 95% agree, "The Six Pillars of good character help remind me to make good choices."

Tulare County, California

A Comprehensive 3 year study funded by the U.S. Department of Education – 2007-2010

Los Tules Middle School

1. Physical violence (fighting, bullying, intimidation) is a real problem at my school.
Down 29% (from 70% to 41%)
2. I feel safe at my school.
Up 13% (from 49% to 62%)

Monte Vista Elementary

1. Bullied, teased, or taunted someone.
a. Down 14% (from 44% to 30%)
2. Mistreated someone because he or she belonged to a different group.
a. Down 10% (from 15% to 5%)
3. Used racial slurs.
a. Down 8% (from 28% to 20%)
4. Physical violence (fighting, bullying, intimidation) is a real problem at my school.
a. Down 30% (from 65% to 35%)

Tulare Western High School

1. A person has to lie or cheat sometimes in order to succeed.
a. Down 9% (from 40% to 31%)
2. Lied to a teacher about something significant.
a. Down 9% (from 64% to 55%)
3. Stole something from a store.
a. Down 7% (from 32% to 25%)
4. Stole something from parents or relative.
a. Down 6% (from 22% to 16%)
5. Hit a person because I was angry.
a. Down 16% (from 54% to 38%)
6. Bullied, teased, or taunted someone.
a. Down 14% (from 44% to 30%)

7. Mistreated someone because he or she belonged to a different group.
 - a. Down 10% (from 15% to 5%)
8. Used racial slurs.
 - a. Down 8% (from 28% to 20%)
9. It's sometimes OK to hit or threaten a person who makes me very angry.
 - a. Down 10% (from 30% to 20%)
10. Physical violence (fighting, bullying, intimidation) is a real problem at my school.
 - a. Down 10% (from 15% to 5%)

NOTES:

TRAINING AND CONSULTATION

Staff Professional Development – Ongoing Support for School Staff

- Prepare regular professional development presentations on character development and integration
- Based upon the allotted time, plan what can be included. Reflect back on your training to determine what would be of greatest benefit for your staff.
- Ideally, a full day can be devoted to a CHARACTER COUNTS! presentation.

What kind of training will you be able to do upon your return?

What would you include in a training for your school or organization?

In-Service topics of trainings from CHARACTER COUNTS!

- Introduction to CHARACTER COUNTS!TM
- Integrating CHARACTER COUNTS!TM
- Combatting Bullying by Creating a Culture of Kindness
- Building a Positive School Climate That's Awesome
- Dealing with Attention Disorder and Similar Challenges
- Managing Behaviors of At-Risk Youth and Their Parents
- Using Video Clips or Other Social Media While Teaching
- Instilling Self-Confidence and Building Resilience

- Creating a Professional Learning Environment for Teachers
- The TEAM Method of Teaching Character
- A Positive Learning Framework for Class Management
- Getting the Most and Best from Parents
- Applying Growth Mindset in Your School
- Integrated Approach to Teaching Responsible Citizenship
- Pursuing Victory with Honor

ACTION IDEAS FOR SCHOOLS

What can you do to infuse CHARACTER COUNTS! into your ongoing efforts? How can you teach, enforce, advocate and model good character while meeting your instructional requirements? How can you create a positive school climate? How can your school send a pervasive message about good character without diminishing other aspects of instruction?

With the Six Pillar and Six Success Skill framework you can emphasize Pillar and Skill words of the month, so parents and community groups can reinforce a particular behavior goal or message.

Use the following list of action ideas as a springboard for your own brainstorming to embed the Six Pillars in your ongoing lessons and events.

ACTION IDEA	IDEAS I CAN USE AT MY SCHOOL
Monthly Pillar and Success Skill focus	
Published Rules and Expectations for Students	
School Office Climate and Conduct	
Staff/Faculty Recruitment and Hiring	
Supervision and Evaluation of Staff	
Bulletin Boards	
Student Assessment of Behavior	
Connection to School's Positive Behavior Intervention Support (PBIS) Program	

CHARACTER COUNTS! 6.0

Staff Training (bus drivers, cafeteria workers, playground aides, custodians, secretaries)	
Signage Throughout School as Reminder	
Daily/Weekly/Monthly Pillar Student Recognition	
Cafeteria as a CHARACTER COUNTS! Environment	
Weekly/Monthly Utilizing Athletic Field or Gym as Six Pillar / Success Skill Teaching Tools	
Monthly Pillar Assemblies	
Honor Societies/Clubs/Yearbook	
School Newspaper as a Monthly Pillar Teaching Tool	
Parent Meetings or Trainings	
Service Learning Programs	
Drama Club/Class or School Sport Teams as Character Educators	
Morning Announcements	
Posters or Quotes of the Week	
Library Exhibits and Booklists	
Contests, Ceremonies and Rituals	
TRRFCC and Success Skill Street Signs for Hallways	
Character Honor Roll	

CREATE A VISION AND ACTION PLAN

PLAN A

Review the goals you had for this workshop. Do they reflect the desired action plan goals for this coming school year?

1)

2)

3)

4)

Include in your plan the components of an effective CC! initiative from the Change Chart.

COMPONENT	OBJECTIVE	STRATEGY	WHEN and WHO	HOW and WHAT
Vision				
Commitment				
Professional Development				
Assessment	Review ASSESSING YOUR CC! INITIATIVE (page A-25)			
Resources	Access resources on Graduate Portal			

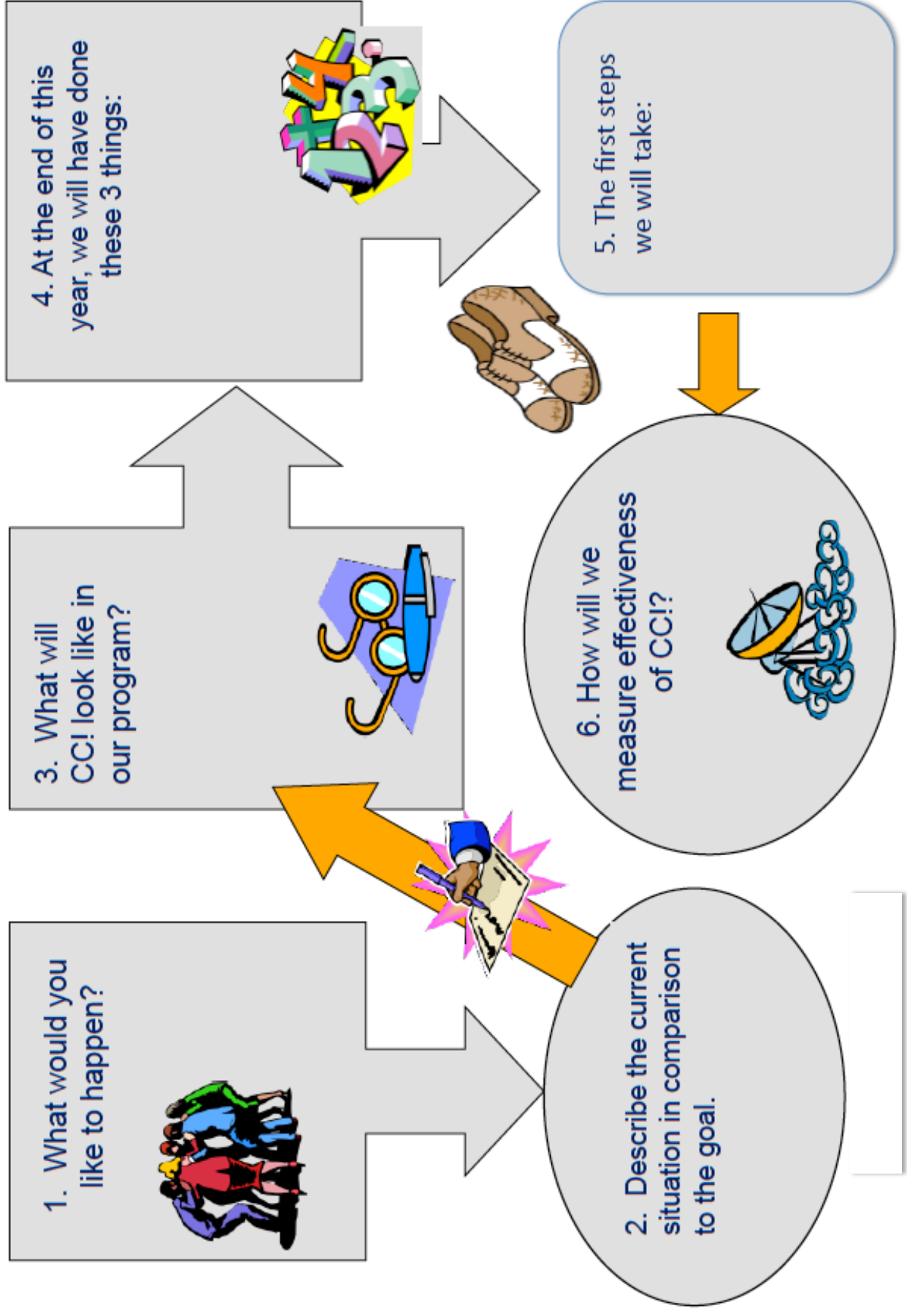
PLAN B

Review the goals you had for this workshop. Do they reflect the desired action plan goals for this coming school year?

- 1)
- 2)
- 3)
- 4)

DOMAIN	LOCKS & KEYS	STAKEHOLDERS INVOLVED	STEPS TO ACHIEVE	SUCCESS INDICATORS	TIMELINE
Academic					
Social and Emotional					
Character					
School Climate					

Goal: Making Sure CHARACTER COUNTS!®



ACTION PLAN FOCUS AREAS

Administration

- Incorporate into the behavior plans and procedures direct connection to the Six Pillars and Six Success Skills
- Educate parents to employ CHARACTER COUNTS! strategies at home
- Student handbook
- Disciplinary referral slips and school rules
- Incorporate character development into the school improvement plan
- Morning announcements
- Monitoring and celebrating improvements in student behavior and attitudes
- Ensure positive relationships with students
- Provide staff with character tools and resources
- Promote a learning environment of classroom lessons that allows for character connections to be created
- School-wide visuals
- Theme assemblies
- Weekly/Monthly recognition for students and staff
- Emphasis on creating a positive school climate
- Creating a CHARACTER COUNTS! vision with staff
- Teach, Enforce, Advocate and Model the desired character traits in all interactions with students and parents
- Assist in the planning of school-wide CHARACTER COUNTS! events
- Instill the Six Pillars and Six Success Skills in co-curricular and extracurricular school experiences
- Ensure professional development opportunities exist to provide staff with specific strategies
- Establish a CHARACTER COUNTS! school team and be directly involved
- Engage students in making good choices that will encourage

critical inquiry and higher order thinking skills

- Create time at staff meetings to promote and advocate for CHARACTER COUNTS! by involving teachers in distributing a lesson or having a staff discussion as to what has been working with CHARACTER COUNTS! at a grade level

Teacher

- Communicate with parents
- Institute a "Character Honor Roll"
- Classroom rules using the Six Pillars as guidelines for positive student behavior
- Daily/Weekly/ Monthly recognition of students
- Regularly weave character into your discussion of literature, history and other subjects
- Thought for the day
- Service learning or class projects
- Use announcements, school/classroom bulletin boards and/or the school newsletter to highlight various accomplishments - particularly character oriented ones - of students
- Read and discuss biographies of accomplished individuals
- Develop a class motto
- Have students draw a poster as to what the Pillars and Success Skills mean
- Utilize experiential activities that allow for students to self discover what values mean and how they apply to their life
- Use the language of the Pillars and Success Skills
- Identify moral themes and dilemmas throughout history
- Read aloud a "Two-Minute Story" that is value-centered to begin or end the day
- Teach values by engaging students in vicarious experiences employing stories told, stories read or stories watched
- Create songs, acrostic poems or skits
- Role play and dramatize periods of history
- Have students write in their journals about character traits

Establishing Monthly Pillars and Success Skills

The Pillar and Success Skill of the Month works! There is no set order for teaching the desired values and traits throughout the school year. Just make sure everyone in the school/community knows it's essential to teach, enforce, advocate and model *character all year long* -- every day of every year in everything you do. The Pillar and Success of the Month is simply a tool to add overall structure and gain focus on both a Pillar and Success Skill.

The following sequence comes from the CHARACTER COUNTS! Student Planner that is distributed by School Specialty.

Month	Pillar and Success Skills
August	Character and Learning
September	Trustworthiness and Resilience
October	Respect and Perseverance
November	Responsibility and Self-Discipline
December	Fairness and Diligence
January	Caring and Learning
February	Citizenship and Positivity
March	Responsibility and Self-Discipline
April	Trustworthiness and Perseverance
May	Respect and Resilience
June-July	Character and Positivity

You can also plan your own schedule of focusing on a pillar and success skill. This can be an excellent component of a school-wide committee to work on each month.

Here are a few ideas as to what a committee can do in preparation for celebrating a monthly pillar and success skill:

- Provide teachers with instructional tools that could be incorporated into a daily lesson on the monthly traits.

- Prepare a list of specific activities and vicarious experiences that could be used by teachers when focusing on the pillar or success skill of the month.
- Conduct a brief PD lesson with all staff at a faculty meeting for the month on the specific traits to be celebrated.
- Plan and organize a parent program on the pillar and success skill.
- Feature the pillars and success skill on social media with short description and pictures of events or classroom experiences promoting the traits.
- Communicate with families with articles in school newsletter, parent communications from the school or news publications with local media.
- Celebrate the traits with a monthly assembly.
- Have students create songs, skits or plays related to the traits to be featured each month.
- Implement or expand a program of student recognition of exemplifying good character.
- Establish a school-wide project for a year that could be completed by grade levels or departments in the Academic, Social/Emotional or Character domain.
- Initiate physical plant improvement projects to ensure a safe and positive learning environment and enhance student connectedness.
- Prepare and distribute visuals that promote the desired traits.
- Assist teachers in the integration of the traits into the school curriculum.
- Create morning announcements to be featured during the month.
- Create opportunities for students to participate in service learning projects.
- Hold an essay contest that is based on the monthly traits.

Character Building Begins at Home

CHARACTER COUNTS! programs are designed to supplement and enhance, not substitute for, family efforts to instill positive ethical values and good character.

How Parents Can Promote Trustworthiness

- Provide for their basic needs on a consistent basis (love, proper nutrition, healthy activities, reading for enjoyment, etc.).
- Develop a calm, emotionally responsive and stable home environment, with a proper balance of freedom and structure.
- Develop family rules and consequences in a preventative manner and use consistent discipline to educate.
- If applicable, model a marital or partner relationship that demonstrates honesty, integrity, promise-keeping and loyalty.

How Parents Can Promote Respect

- Treat your children with respect, and insist on respectful treatment from your child.
- Insist that your child treats everyone with respect and models respectful behavior at all times.
- Model good manners.
- Embrace diversity by respecting reasonable social customs of others.
- Respect privacy unless suspicious behaviors necessitate otherwise.

How Parents Can Promote Responsibility

- Give their children tasks at home to accomplish.
- Focus on effort and a positive attitude rather than over-emphasizing outcome.
- Applaud courageous social behaviors when your child avoids temptations.
- Insist that they take ownership for their own mistakes.
- Develop high expectations and link consequences to poor choices.

- Emphasize the importance of education, role-modeling and self-control.

How Parents Can Promote Fairness

- Create a family environment that provides opportunities for each family member to express opinions and participate in decisions.
- Embrace the uniqueness of each family member, avoiding comparisons with siblings and friends.
- Clearly state and consistently apply rules and procedures.
- Teach open-mindedness as well as consistency.
- Talk frequently about fairness and fair play.
- Treat others, both inside and outside the family, equitably.

How Parents Can Promote Caring

- Demonstrate love and affection. Give time, attention and praise.
- Encourage the awareness of and expression of feelings.
- Teach children to think of the impact their conduct will have on others.
- Encourage and model caring, empathy, charity and service to others.

How Parents Can Promote Citizenship

- Develop a family mission and values statement that includes commitment to the Six Pillars of Character.
- Encourage cooperation, teamwork and service to others.
- Model citizenship. Respect authority, obey the rules and look for opportunities to make a contribution.
- Control the behavior of your children to assure they do not disturb others in public places.

The Robert and Billie Ray Center produces an outstanding Parents Guide to Teaching Good Character. A school can download the guide in English and Spanish at: <https://raycenter.wp.drake.edu/parentguide/>

Sports

Pursuing Victory With Honor

Believing that sports presents a uniquely powerful tool for building and demonstrating character, the CHARACTER COUNTS!® Coalition founded CHARACTER COUNTS!® Sports in 1999.

Sources of enjoyment in sports

- Loving the Game – Physical activity, challenge and camaraderie
- Pride and Self-Confidence – Sense of accomplishment in learning, getting better, developing skills and achieving personal bests
- Competition – Intrinsic pleasure in competition, comparing skills to others
- Winning – Pride, sense of accomplishment and self-importance

A central goal of youth sports programs should be to help athletes develop positive life skills that will help them become personally successful and socially responsible.

Building character through sports

- Include issues of ethics, sportsmanship and character in practices and game-related instruction
- Train and empower game officials
- Give character or sportsmanship awards
- Use CC! logo and Six Pillar language
- Establish rules of conduct and stated expectations for:
 - Players
 - Parents
 - Coaches
 - Officials
- Hold Pre-season parent meetings

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- Introduction to CHARACTER COUNTS!® and the Six Pillars
- Signed pledges of support
- Formation of Parents Council

Intentional practices

- Promote CHARACTER COUNTS! with players
- Game-related instruction
- Short (5-10 minute) discussion during practice
- Post-game rituals and celebrations
- Post-game re-cap
- Game/season character awards
- On-field, formal endorsement of the Six Pillars:
 - Uniforms (patches, pins, etc.)
 - Team banners
 - Scoreboard
 - CHARACTER COUNTS!® logo

ACTION IDEAS FOR YOUTH SPORTS

How can you maximize character development in your sports program? First, create a Six Pillar climate with your staff and participants. Then, teach, enforce, advocate and model the Six Pillars of Character, and help your team members, staff, parents and spectators focus on Pillar of the Month behaviors.

Use this list of ideas to involve everyone in generating a “to do” list related to Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

ACTION IDEA	IDEAS I CAN USE AT MY SCHOOL OR YOUTH PROGRAM
Recruiting Announcements	
Mission (add character development element)	
Parental Involvement	
Coach Selection and Training	
Printed Rules and Policies	
Newsletters	
Sports Camps	
Locker Room Signs/Graphics	
Player Conduct Standards for Practice	
Player Conduct Standards in Games	
Conduct Standards for Spectators	
Conduct Standards for Coaches	
Conduct Standards for Cheerleaders and Drill Team	
Umpire/Referee Standards	
Pre- and Post-Game Rituals	
Boosters and Donor Organizations	

Trophy Cases and Walls of Honor	
Refreshment and Merchandise Sales	
Field Signage	
Uniforms and Patches	
<i>Pursuing Victory with Honor Coaches'</i> Training	
Character-based Practice Points	
Thought for the Day at Practice Sessions	
Team Members as Mentors/ Role Models for Younger Athletes	
Six Pillar Scholarships	
Awards Banquets	
Pillar of the Month Recognition	

NOTES:

Student Discipline Referral Form – Elementary

STUDENT NAME: _____ GRADE: _____
DATE: _____

Teacher Comments on the Problem:

Student Comments:

Check which Pillar was violated:

TRUSTWORTHINESS

cheating/lying
breaking a promise
no pass
other _____

RESPECT

hitting
running in a walk-only area
disrupting class
inappropriate language
other _____

RESPONSIBILITY

bringing personal items to school
not returning _____
not following directions
not bringing _____
other _____

FAIRNESS

playing rough
not following game rules
copying
other _____

CARING

pushing
throwing things
teasing or name calling
bullying
other _____

CITIZENSHIP

littering
running in a walk-only area
yelling in a quiet area
vandalizing other's property
other _____

ACTION:

Teacher Signature: _____

Parent Signature: _____

Student Discipline Referral Form – Secondary

STUDENT NAME: _____ GRADE: _____
DATE: _____

Teacher Comments on the Problem:

Student Comments:

Student Reflection: What is your version of the problem?

Which of the following Pillars were damaged as a result of your choice(s)?

TRUSTWORTHINESS ____
RESPONSIBILITY ____
CARING ____

RESPECT ____
FAIRNESS ____
CITIZENSHIP ____

What choice(s) did you make that resulted in the problem?

What would have been a better choice?

ACTION:

Teacher Signature: _____

Student Signature: _____

Parent Signature: _____

WHAT WILL MATTER

Michael Josephson

Ready or not, some day it will all come to an end.

There will be no more sunrises, no minutes, hours or days.

All the things you collected, whether treasured or forgotten, will pass to someone else.

Your wealth, fame and temporal power will shrivel to irrelevance.

It will not matter what you owned or what you were owed.

Your grudges, resentments, frustrations and jealousies will finally disappear.

So too, your hopes, ambitions, plans and to do lists will expire.

The wins and losses that once seemed so important will fade away.

It won't matter where you came from or what side of the tracks you lived on at the end.

It won't matter whether you were beautiful or brilliant.

Even your gender and skin color will be irrelevant.

So what will matter? How will the value of your days be measured?

What will matter is not what you bought but what you built, not what you got but what you gave.

What will matter is not your success but your significance.

What will matter is not what you learned but what you taught.

What will matter is every act of integrity, compassion, courage, or

sacrifice that enriched, empowered or encouraged others to emulate your example.

What will matter is not your competence but your character.

What will matter is not how many people you knew, but how many will feel a lasting loss when you're gone.

What will matter is not your memories but the memories that live in those who loved you.

What will matter is how long you will be remembered, by whom and for what.

Living a life that matters doesn't happen by accident.

It's not a matter of circumstance but of choice.

Choose to live a life that matters.

CHARACTER COUNTS! Everywhere, All the Time Thank You!

PowerPoint Slides

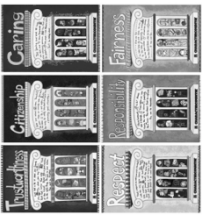
PowerPoint Slides

Day 1	PPT 1-17 Pages 1-17
Day 2	PPT 1-22 Pages 18-40
Day 3	PPT 1-13 Pages 41-53

CHARACTER COUNTS! 6.0

CHARACTER COUNTS! 6.0

Student Development Workshop



Day 1

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1



On the table are posters with statements and quotations. Please walk around and put a dot on up to 5 statements or quotations you strongly agree with. (Please use the stickers found at your table).

Choose one of the quotations that resonates with you and copy it on Worksheet 1 on page 4 of the Training Workbook.

Answer the following questions:

Why do I like it?

What does it mean?

What are the values embedded in the quote?

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2

MODULE 1

The CHARACTER COUNTS! Perspective on Student Development

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3

What does your team hope to gain from the CHARACTER COUNTS! 6.0 Student Development Workshop?

- Goal 1:
- Goal 2:
- Goal 3:
- Goal 4:

What would make the greatest difference at your school with a successfully implemented CHARACTER COUNTS! initiative?

Worksheet 2 – Page 5

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4

Workshop Goals

Share strategies to ensure integration with the academic curriculum and all activities of the school.

Provide support for our CCI Champions to be able to train, support and engage others at your school or organization.

Discuss how to bring about change in a school regarding staff attitudes about character and the effort needed to change student behavior.

Understand that CHARACTER COUNTS! promotes the Six Pillars of Character and the desired traits in the Social/Emotional and Academic domains and school climate.

Have teams leave the workshop with an implementation plan that is organized and purposeful.

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5

Introduction Video

GAME OF HOPE

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6

CHARACTER COUNTS! 6.0

Introduction Video

HAIRCUT

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

7

Overarching Themes

MINDSETS - Collection of beliefs that make up our mental attitude, habit or disposition that influences or determines a person's interpretations and responses to events and situations.

BELIEFS - Our basic beliefs and convictions are called values. Our values are reflected in the attributes that comprise our character, for moral good or the skills that will drive our actions.

BEHAVIORS - A reflection of our deeply held beliefs, determined by our choices, affecting both our emotional responses and our ability and willingness to sacrifice self interest and do the right thing.

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CHARACTER COUNTS! 6.0 MODULES

1. The CCI Perspective on Student Development

2. School Improvement Through CCI 6.0

3. Principles of Change and Mindsets

4. Academic Wheel Of Success and Learning

5. Promoting a Positive School Climate

6. Values, Key and Lock Beliefs

7. Solutions for Youth With Challenges

8. Strategies to Instill the Six Pillars of Character

9. Social and Emotional Domain and Success Skills

10. Taking Choices Seriously: Exemplary Decision Making

11. Implementation Strategies

12. Work of a CCI Team

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9

Circle Within a Circle

Count off by: 1) Academic, 2) Social/Emotional 3) Character 4) School Climate. Form two circles: Academic and Social/Emotional inside facing Character and Climate outside

Outer to Inner: What is the most inspirational movie you've seen? Why? Inner-Outer: Who was your favorite teacher? Why?

Inner circle: **move clockwise two spaces.**

Outer-Inner: What is the best experience you have had personally as a student? What made it so good? Inner-Outer: What was the most satisfying work experience you've had.

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Outer circle: move four spaces clockwise. Outer-Inner: Who has had the most impact on your character? How did he/she do it? Inner-Outer: Describe a situation where you think you had a permanent impact on the values of a young person (other than a member of your family).

Inner circle: **move two spaces to the right; Outer: move four spaces to the left.**

What feelings did the Game of Hope video about the team that cheered for their opponents evoke in you? Why?

Inner circle **change places with outer circle so inner becomes outer and vice versa.**

Inner move clockwise five spaces. Outer-Inner: What are your concerns about implementing CHARACTER COUNTS! 6.0? Inner-Outer: Respond to all the stated concerns.

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11

Teaching/Learning Objectives of Circle Within a Circle Activity

What was the purpose and value of the activity?

What did you notice about the progression of the questions?

What was purpose and impact of increasingly complicated movement instructions?

Which of the questions had the most impact on you? Why?

How could you effectively use this technique with students, colleagues, and parents?

Worksheet 3 - Page 6

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12

PPT - 2

CHARACTER COUNTS! 6.0

Benefits of Circle Activity

- Method of getting everyone engaged, everyone talks
- Covers lots of concepts/material quickly and can be used for subject content as well
- Provides physical movement for brain activity
- Emphasizes communication and the importance of listening to others and following detailed instructions
- Provides challenge and opportunity for a problem-solving strategy regarding complex instructions

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Note that the chaos of two circles moving simultaneously can become easy and simple with a strategy -- only one circle moves at a time.

Our goal is to give you strategies to share with your students in each domain of their development so they can more easily and successfully progress.

This is the basis of the growth mindset -- a positive attitude toward learning.

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Trainer Introduction

- Training Workbook
- PPT slides converted to text
- Worksheets and activities
- PowerPoint slides
- Addendum

- Model Standards in 1) Academic 2) Social and Emotional 3) Character Domains 4) School Climate
- Matrix of outcomes and instructional strategies in 1) Academic 2) Social and Emotional 3) Character

All resources for the course can be downloaded at: <http://resources.charactercounts.org/free-resources/training/>

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Glad You Are Here!

Names and school position

What does your team hope to gain from the CHARACTER COUNTS! 6.0 Student Development Workshop?

Share your goals:

What would make the greatest difference at your school with a successfully implemented or enhanced CHARACTER COUNTS! initiative?

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CHARACTER COUNTS! resources are written using quotes or character maxims.

- Today Counts
- Way To Go (Grades 3-12)

Quotation Activity

- Share your poster quote with a partner. Discuss the responses to the questions asked on Worksheet 1 of your Training Workbook.

Worksheet 4 -- Page 7
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Agreements

CREATING A POSITIVE LEARNING ENVIRONMENT

What factors contribute to a positive learning environment for students?

What factors contribute to a positive learning environment for this class?

What can you do to establish classroom expectations that create a positive learning environment?

Worksheet 5 -- Page 8
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CHARACTER COUNTS! 6.0

CHARACTER COUNTS!® 6.0

CHARACTER COUNTS! is a comprehensive, integrated, values-based School Improvement and Student Development System based on the Model Standards for Academic, Social, Emotional and Character Development and the Four Wheels of Success.

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Where am I going to find the time and energy to add one more thing?

20

MODULE 2

School Improvement Through CHARACTER COUNTS! 6.0

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23

My plate is already full!

21

Character is the Decisive Ingredient of Success

Research in psychology, economics, education and neuroscience have coalesced toward one important conclusion: the non-cognitive qualities of perseverance, conscientiousness, optimism, curiosity and self-discipline (all of which can be included under the general category of 'character') are more likely to produce success than a high IQ and highly developed cognitive skills.

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PPT - 4

CHARACTER COUNTS! 6.0

A substantial body of research demonstrates that a positive school climate effectively increases academic performance, social/emotional and character development and improved conduct.

So, the basis of CHARACTER COUNTS! 6.0 is establishing a positive school climate.

"Devoting class time to these skills is a more effective way to increase academic achievement than spending all your time on the academic content itself."

-- Richard Roberts

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25

Research studies have shown that character education does work in bringing about a change in school culture and in improving student behavior.

Decline in:

- Disciplinary referrals
- Suspensions and expulsions
- Drop-out rates

Improvement in:

- Attendance
- Report card grades
- Standardized test scores

Rutgers Center for Social and Character Development

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Success Super Powers: Self-Discipline, Perseverance and Positivity

Self-discipline and diligence are qualities that produce all sorts of positive life outcomes:

- Less likely to abuse drugs and alcohol
- Less likely to get in trouble with the law

Similar results have been found regarding the personality traits of perseverance (or grit), curiosity and optimism.

Conscientiousness (diligence) is a better predictor of a student's eventual success in college, and in future earnings, than their scores on cognitive tests.

Scores on self-discipline tests predict college GPA's better than IQ scores.

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"Imagine academic skills as apps for an iPhone. Non-cognitive skills are the operating system for the iPhone itself. You might not need them to memorize state capitals or do twenty addition problems in one minute. But to do the kind of research built into the Common Core Standards, or to take on the engineering design challenges involved in STEM curricula, kids need to develop perseverance, collaboration, and other non-cognitive skills."

-- Martin Munk



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Josephson Institute Model Standards

16 Core Standards

6 Indicators of a Positive School Climate

- 100 Critical Educational Outcomes

THE FOUR WHEELS OF SUCCESS
Academic, Social & Emotional, Character and School Climate

THIS IS THE PLATE!

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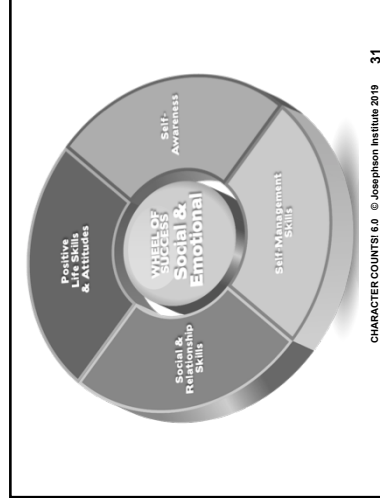
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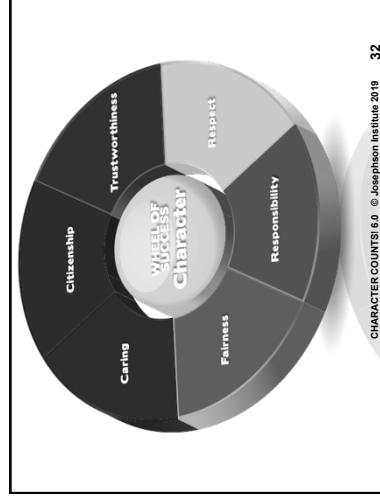
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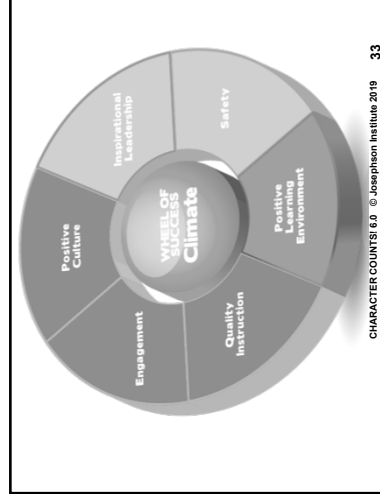
CHARACTER COUNTS! 6.0



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CHARACTER COUNTS! 6.0 © Josephson Institute 2019 33

The Problem – Building the Case

What would you like to see more of or less of in the four domains on the part of students, staff and parents?

- | | | |
|------------------------------|-----------------------------------|------------------------------|
| GROUP 1
Completes: | GROUP 2
Completes: | GROUP 3
Completes: |
| • ACADEMIC
• CHARACTER | • SOCIAL/EMOTIONAL
• CHARACTER | • CLIMATE
• CHARACTER |

Worksheet 6 – Page 13

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Defining Elements of CHARACTER COUNTS! 6.0

- COMMON LANGUAGE: Six Pillars & Six Success Skills
- T.E.A.M. – TEACH, ENFORCE, ADVOCATE, MODEL
- BEST POSSIBLE RESULT (BPR) DECISION-MAKING
- MODEL FOR MINDSETS AND CHANGE
- FOUR WHEELS OF SUCCESS
- MODEL STANDARDS & MATRIX
- KEY & LOCK BELIEFS

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SIX PILLARS OF CHARACTER

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

SIX SUCCESS SKILLS

- Self-Discipline
- Resilience
- Diligence
- Perseverance
- Positivity
- Learning

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CHARACTER COUNTS! 6.0



TRUSTWORTHINESS - You can trust me because:

- > I tell the truth
- > I am honest and don't cheat or steal
- > I do the right thing even when it's hard

RESPECT - I am respectful because:

- > I follow the 'Golden Rule'
- > I value and accept everyone without prejudice
- > I don't bully anyone

RESPONSIBILITY - I am responsible because:

- > I think before I act
- > I take responsibility for what I say and do
- > I always do my best

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FAIRNESS - I am fair because:

- > I play by the rules
- > I think about how my conduct affects others
- > I don't take advantage of others

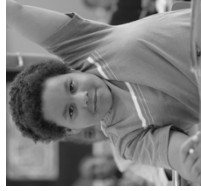
CARING - I am caring because:

- > I am kind
- > I help others when they need it
- > I pay attention to the feelings of others

CITIZENSHIP - I am a good citizen because:

- > I obey laws and rules
- > I help make the school and community better
- > I protect the environment

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SELF-DISCIPLINE – I show this by:

- Making sure my behavior is appropriate and reflects my values
- Understanding that just because I feel like doing something doesn't mean I should, or that I have to do it

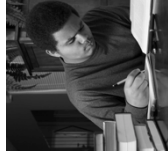
RESILIENCE – I show this by:

- Bouncing back from difficulty or failure
- Accepting the fact that even when life is tough, I know I can survive.

DILIGENCE – I show this by:

- Doing my best work in all I do because it is worth it
- Realizing that I might not be the best, but I will try to be the best I can

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PERSEVERANCE – I show this by:

- Being able to resist temptations and pressures to give up or quit
- Choosing to persist as long as I am able

POSITIVITY – I show this by:

- Having a positive outlook that can help me accomplish positive results
- Understanding how having a negative attitude can affect my happiness
- Choosing to find a positive alternative

LEARNING – I show this by:

- Learning new things so that I can continue to grow and develop
- Focusing and understanding that learning is up to me
- Understanding the mind is a muscle that gets stronger with use

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When students feel liked and respected by their teachers, they find more success in school, academically and behaviorally.

As your teacher, I want you to know



I have decided to be a caring teacher. It is good for my health.

I believe in you!

You are important!

You are listened to!

You are worthy and valuable!

I am here to help you grow and be your best self!

The more you learn, the more you achieve!

I care about you and will show this by my words and actions!

You are a great student and getting better each and every day!

You will succeed academically and as a person of character!

I will hold you to high expectations!

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Video Lesson

I BELIEVE IN YOU

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CHARACTER COUNTS! 6.0

SPECIFY: Make clear the values & traits you want students to learn.

DEFINE: Make sure students understand what it means in terms of their behavior.

APPLY: Use the language consistently and continuously.

Confer appropriate positive and negative consequences, with consistent application and monitoring.

Teach

Advocate

Enforce

T.E.A.M. Model

Communicate clearly and intentionally the importance your school attaches to character and the traits you want to instill. Make sure you are not neutral about the importance of good character.

Be self-conscious about setting a good example in what you do and say.

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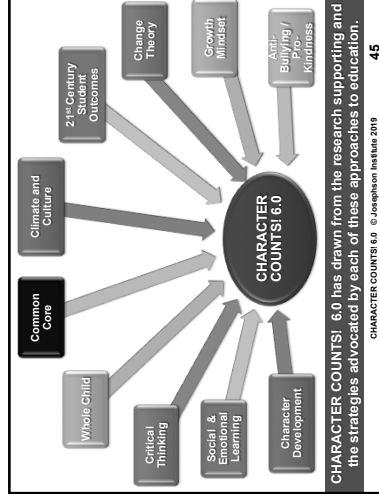
Outcome: Decision-Making

Effective

Ethical

Best Possible Result

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KNOWLEDGE

- Facts, Concepts, Theories
- Methods, Techniques, Processes

SKILLS

- Abilities
- Competencies

BELIEFS and VALUES

- Values, Convictions
- Attitudes, Mindsets

TRAITS OF CHARACTER

- Qualities, Dispositions
- Attributes, Characteristics

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MEANINGFUL

- CHARACTER COUNTS!® instructional strategies should deal effectively with issues that are relevant and are intentionally taught.

MEASURABLE

- CHARACTER COUNTS!® should show effectiveness with measurable changes in attitudes and conduct.

SUSTAINABLE

- CHARACTER COUNTS!® becomes part of the DNA of a school, organization or community, so that values promoted endure changes in programs, curriculum, leadership or staff.

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MODULE 3

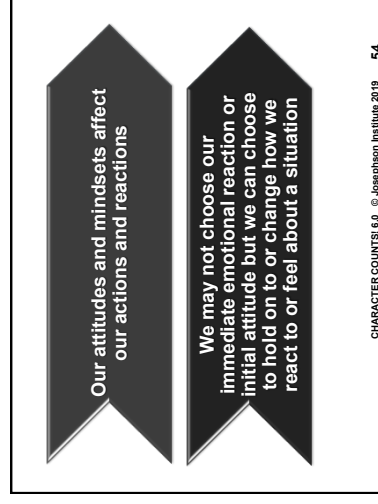
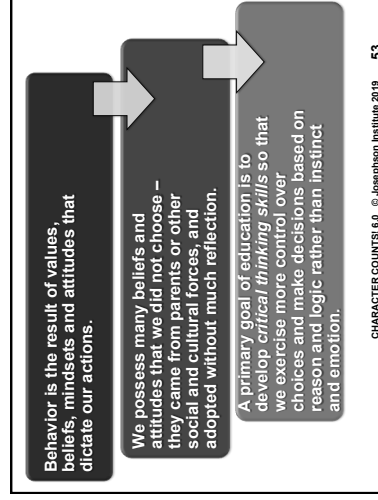
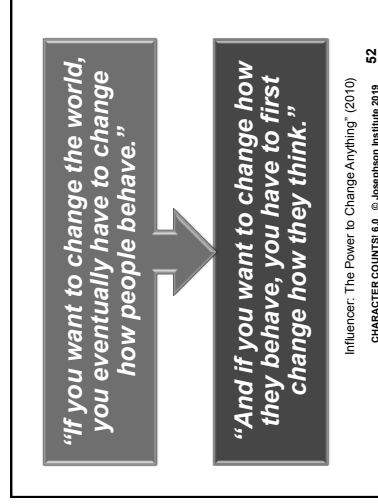
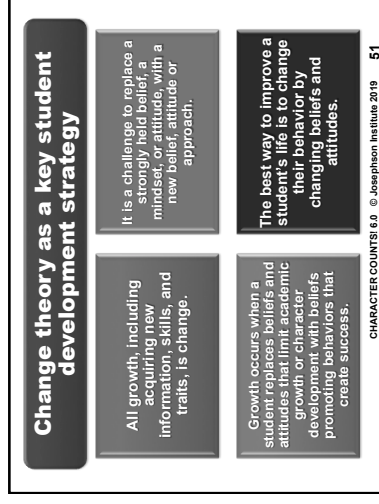
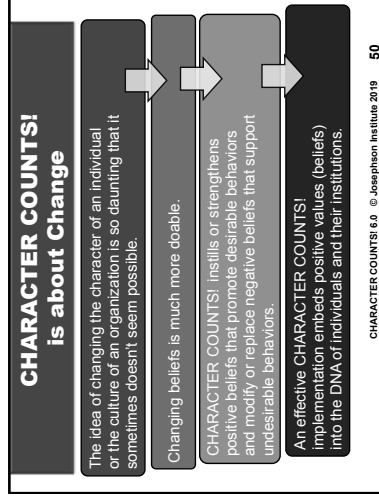
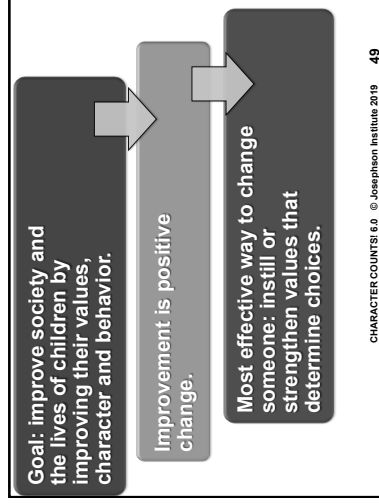
Principles of Change and Mindsets

Principles of Change

Changing Behavior by Changing Beliefs

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CHARACTER COUNTS! 6.0



CHARACTER COUNTS! 6.0

Video Lesson

EMPATHY: THE HUMAN CONNECTION

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Insights About Change

Knowledge does not change behavior; must reach the emotions

Simplify and narrow the choices

Set specific and concrete behavioral goals

Go for easy and early successes

Use stories, visual images, simulations and hands-on experiences

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Questions Related to Change

Will we succeed if we try?

Is it worth it?

How do I do it?

What do I need to change?

What will make it work?

We did it!

Vision

Commitment

Professional Development

Assessment

Resources/Strategies

Action Plan

Lasting Results

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Facilitating Change for a Meaningful, Measureable, Sustainable Initiative

Vision	Commitment	Professional Development	Assessment	Resources	Action Plan	Lasting Results
☐	☐	☐	☐	☐	☐	☐
Vision	Commitment	Professional Development	Assessment	Resources	Action Plan	Confusion
☐	☐	☐	☐	☐	☐	☐
Vision	Commitment	Professional Development	Assessment	Resources	Action Plan	Subotage
☐	☐	☐	☐	☐	☐	☐
Vision	Commitment	Professional Development	Assessment	Resources	Action Plan	Anxiety
☐	☐	☐	☐	☐	☐	☐
Vision	Commitment	Professional Development	Assessment	Resources	Action Plan	Uncertainty
☐	☐	☐	☐	☐	☐	☐
Vision	Commitment	Professional Development	Assessment	Resources	Action Plan	Frustration
☐	☐	☐	☐	☐	☐	☐
Vision	Commitment	Professional Development	Assessment	Resources	Action Plan	False Starts
☐	☐	☐	☐	☐	☐	☐

If any factor is missing, a meaningful, measureable, sustainable change will not happen.

Adapted from Kegan, L. © Josephson Institute 2019

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People will not change entrenched attitudes or behaviors unless they believe two things:

IT'S WORTH IT

- It's worth the effort
- What I will get is more valuable than what I give up

I CAN DO IT!

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Video Lesson

ARTURO ALVAREZ

CHARACTER COUNTS! 6.0 © Josephson Institute 2019 60

CHARACTER COUNTS! 6.0

CHARACTER COUNTS! can change the entire climate of a school, organization, or community

- Improvement in academic achievement
- Reduction in misbehavior and crime
- Increased attendance
- Improvement in school climate

CHARACTER COUNTS! 6.0 © Josephson Institute 2019 61

Mindsets and Perceptions

The Best Way to Change Your Life is to Change Your Attitude

CHARACTER COUNTS! 6.0 © Josephson Institute 2019 62

What is a Mindset

A habitual or characteristic mental attitude or an inclination or disposition that influences or determines a person's responses to and interpretations of situations.

If you refer to someone's mindset, you mean their general attitudes and the way they typically think about things.

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If you change your perspective, you change the way you experience the world



Three stonemasons were asked what they were doing.

- The first man replied: "I am making bricks from this stone."
- The second said: "I am making the foundation for a building."
- The third answered: "I'm building a cathedral."

So what? What difference does it make how a person looks at his/her work?

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Do you see the arrow?



CHARACTER COUNTS! 6.0 © Josephson Institute 2019 65

Do you see the arrow?

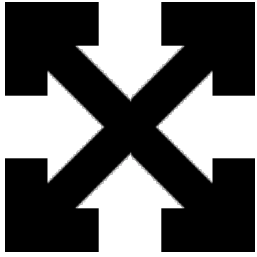


Not seeing meaning in the white space is a mindset

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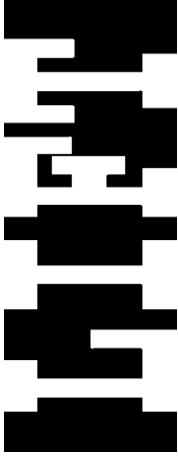
CHARACTER COUNTS! 6.0

How many arrows are there?



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What do you see?



CHARACTER COUNTS! 6.0 © Josephson Institute 2019 68

Mindsets and Perception

What we see is not necessarily what is

What we see is affected by our vantage point and we often do not see all that is before our eyes

The brain adopts strategies and looks for patterns

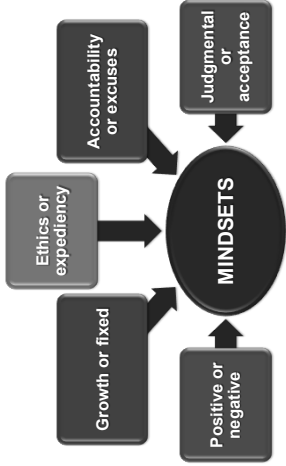
CHARACTER COUNTS! 6.0 © Josephson Institute 2019 69

Video Lesson

LIFE WITHOUT LIMBS
— NICK VUJICIC

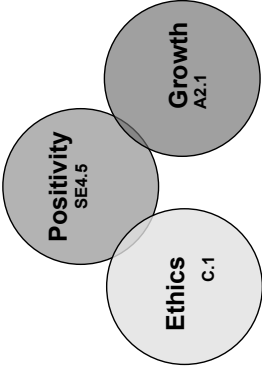
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Mindset Choices That Change Your Life



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Most Powerful Mindsets



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CHARACTER COUNTS! 6.0

Video Lesson

SPECIAL ATHLETE

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A2. CONFIDENT AND DILIGENT LEARNERS
Students are confident that with diligent effort they can learn what they need to know and develop the personal attributes they need to succeed in school and the workplace. (Instead of thinking, "I can't," they think, "I can't... yet.")

2.1 Growth Mindset

- Students believe that with focused effort and diligent practice they can: Increase their basic intellectual abilities to master new and difficult concepts; develop life skills, personal attributes and moral virtues; adopt positive attitudes and reject negative emotions and mindsets.

2.2 Learning From Mistakes

- Students learn from their mistakes and unsuccessful efforts, treating them as a part of the learning process rather than evidence of an inability to learn.

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GROWTH MINDSET

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**FIXED MINDSET**
personal attributes (intelligence and talents) are inborn. "You either have it or you don't."

**GROWTH MINDSET** "You can do anything you put your mind to"; attributes and talents can be developed.

Never say "I can't." Say, "I can't yet."

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Growth Mindset	Fixed Mindset
Math is hard for me but with work I can get better	I'm just not good at math. It's a waste of time to try
It sometimes takes me longer to learn but I can	I'm just not smart enough
I can't expect to succeed at everything right away	When I fail I stop trying because I know it is no use
I can learn something from every failure, mistake or setback	Every failure, mistake and setback, just proves that I can't do this
I'm willing to try	Trying is a waste of time
If I try hard I know I can at least get better	No matter how hard I try I will never be good at this

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Video Lesson

SUSAN BOYLE

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CHARACTER COUNTS! 6.0

Mindfulness

Mindfulness is noticing what is happening right now by taking notice of how your body feels and what you see, smell and taste.

- Mindfulness is also noticing what your mind is doing.

When you notice what is happening around you, you focus more deeply, and that attention to your own senses will help you improve in many areas of your life.

- It can help you to calm down when you're sad, angry or frustrated.

Mindfulness helps you deal with tough emotions and can make you happy and feel good.

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Benefits of Mindfulness

Scientific evidence suggests that mindfulness interventions:

- Improve attention, self-control, and emotional resilience.
- Strengthen our "mental muscle" for bringing focus back where we want it, when we want it.
- Helps us recognize our emotions, when they occur, and to change how we respond to them.
- Raise awareness of our own thoughts, emotions, and senses. This grows our understanding of what other people are experiencing.
- Breathing and other mindfulness practices that relax the body and mind, giving access to peace independent of external circumstances.

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Mindfulness for Students

It's important for educators to provide age-appropriate mindfulness practices for children.

Mindfulness has been found to:

- Mitigate the effects of bullying (Zhou, Liu, Niu, Sun, & Fan, 2016).
- Enhance focus in children with ADHD (Zhang et al., 2016)
- Reduce attention problems (Crescentini, Capurso, Furlan, & Fabbro, 2016).
- Improve mental health and well-being.
- Improve social skills when well taught and practiced in children and adolescents.

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Emotional problems such as anxiety, stress and depression can affect self-esteem, performance and social interaction to a great extent in students. Recent findings suggest that mindfulness practice may facilitate the ability to manage stress and lead to improved well-being in students.

Mindfulness practice leads to higher scores on self-report measures of optimism and positive emotions in elementary school students. Moreover, in a study conducted by Wall (2005), self-reported findings showed children feeling calmer, and had an enhanced experience of well-being.

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Students Social and Emotional Challenges

Experience greater pressures earlier in life

Feel more stress and anxiety than ever before

- What if the school day began with a few moments of quiet and stillness?

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MINDFULNESS INVITES US TO BE IN THE MOMENT WITHOUT JUDGMENT, TO UNWRAP THE PRESENT.



Be where your feet are.

CHARACTER COUNTS! 6.0



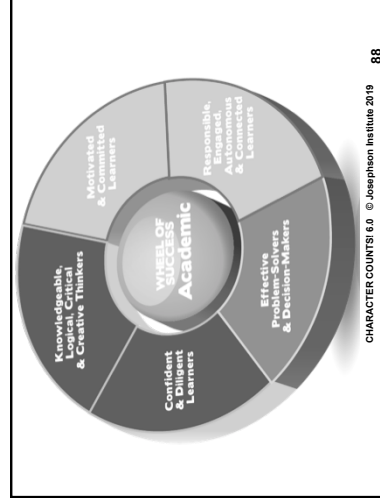
7 Things Mindful People Do Differently (ELISHA GOLDSTEIN)

1. Approach everyday things with curiosity – and savor them.
2. Forgive their mistakes, big or small.
3. Show gratitude for the good moments and grace for the bad ones.
4. Practice compassion and connections.
5. Make peace with imperfection, inside and out.
6. Embrace vulnerability by trusting others and themselves.
7. Accept (and appreciate) that things come and go.

MODULE 4 Academic Wheel Of Success

Concerned with instilling academic knowledge and values that will help students to:

- 1) Succeed in school (including college or other post-secondary education)
- 2) Succeed in the workplace
- 3) Live happy, worthy and fulfilling personal lives,
- 4) Become engaged, responsible and productive citizens.



Model Standards in Academic Wheel of Success

A1. Motivated, Committed Learners

- A1.1. Curiosity
- A1.2. Personal Growth & Lifelong Learning

A2. Confident, Diligent Learners

- A2.1. Growth Mindset
- A2.2. Learning From Mistakes

A3. Responsible, Engaged, Autonomous, Connected Learners

- A3.1. Dedicated to Education
- A3.2. Fully Engaged in Learning Process
- A3.3. Self-Directed
- A3.4. Resourceful and Discerning Researchers
- A3.5. Versatile Learners
- A3.6. Connected to School Community

A4. Knowledgeable, Logical, Critical, Creative Thinkers

- A4.1. Acquire, Remember Knowledge
- A4.2. Understand Knowledge
- A4.3. Apply Knowledge
- A4.4. Analyze, Evaluate (Critical Thinking)
- A4.5. Create, Innovate (Synthesis)
- A4.6. Concentrate
- A4.7. Perceptive and Observant
- A4.8. Open-minded
- A4.9. Intellectual Integrity
- A4.10. Intellectual Independence
- A4.11. Intellectual Humility
- A4.12. Pursuit of Wisdom

A5. Effective Problem Solvers and Decision-Makers

- A5.1. Rational Decision-Making Process
- A5.2. Ethical Decisions
- A5.3. Effective Decisions
- A5.4. Best Possible Result

SUCCESS SKILL OF LEARNING

Success Skill of Learning

Students believe in the importance and value of continuous self-improvement, personal growth, and life-long learning. They demonstrate self-confidence in their ability to learn what's needed and to develop the personal attributes to succeed in school.

Students approach learning and other aspects of their lives with a growth mindset, believing they can: 1) Increase basic intellectual abilities; 2) Develop life skills that enhance success in all areas of their lives.

Students demonstrate personal responsibility for their education by becoming self-directed learners, fully engaged and connected to the school community.

CHARACTER COUNTS! 6.0

Key Beliefs

- It is important to keep learning new things so that I can continue to grow and develop.
- It is up to me to focus and learn.
- The mind is a muscle that gets stronger with use.
- I will enjoy school more and be successful if I take charge of and participate in my own education.

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Instructional Strategies

- Make connections between the skills they are developing now and opportunities for future success.
- Encourage students to develop proposals for their own extra credit projects on topics of interest.
- Have an optional learning/reading center that students can access.
- Teach strategies to help students focus, such as taking deep breaths or journaling toward visualizing a goal.
- Show students that they already are lifelong learners, learning new things every day.
- Focus praise on effort and improvement rather than grades or natural abilities.
- Choose content that is relevant to students.
- Create opportunities for students to interact with others who they may not otherwise associate.

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MODULE 5

Promoting a Positive School Climate

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How To Promote Success Skill of Learning in the Academic Domain

Table 1-2 Personal Growth & Learning (A1.2) Growth Mindset (pgs. 2-3)
 Table 3-1 Fully Engaged in Learning Process (A3.2) Connected to School Community (A3.6) (pgs. 4-5)
 Table 5-6 Knowledgeable, Logical, Critical, Creative Thinkers (A4) Ethical Decisions (A5) (pgs. 7 & 9-10)

Using the Matrix

As a group:

- Identify at least three reasons why teaching the skill is important.
- What are the key beliefs you would like to instill in students?
- Share at least 4 specific strategies to teach the skill.
- For each strategy shared, determine if this reflects T – teaching E – enforcing A – advocating M – modeling.

In pairs, discuss a Way To Go lesson responding as to how you think your students would answer the questions.

44

Worksheet 7 – Page 22

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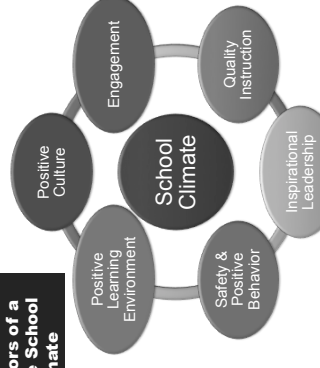
Creating a Positive and Safe Values-Based School Climate and Culture

WHAT IS SCHOOL CLIMATE?
WHY IS IT IMPORTANT?

- Nurtures personal growth
- Conducive to learning
- Students are and feel physically and emotionally safe
- Promotes healthy lifestyles

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Indicators of a Positive School Climate



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CHARACTER COUNTS! 6.0

Video Lesson

**EVERY
OPPORTUNITY**

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Share a story about a negative school climate that you have experienced. What do you think made it a negative place for students and staff?

Share a story about a positive school climate that you have experienced. What do you think made it a positive place for students and staff?

Review the indicators of a positive school climate. Why do you believe these will make a difference in a school environment?



Worksheet 8- Page 23
CHARACTER COUNTS! 6.0 © Josephson Institute 2019 98



Thank you for your outstanding work today. As you reflect on the day:

- What was significant for you?
- What surprised you?
- What do you plan to do differently with your learning from today?

There's good in everybody

You just have to look for it.

Reflections and Homework

Homework in preparation for Day 2:

- Complete the Six Pillars Personal Inventory on pages 24-25.

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CHARACTER COUNTS! 6.0

Student Development Workshop

Day 2

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1

Opening Activity

Personal Attributes

At the tables you will find papers with descriptive words of personal attributes. What are five attributes that best describe the students you work with? Put a sticker on those five.

On Worksheet 9, page 26 of your Workbook, answer the following questions related to the personal attributes you see in your students or those you possess:

- What is the best way to teach these attributes? Can you think of a way you might integrate this attribute within an academic lesson plan?
- What are strategies you could initiate to eliminate the negative attributes?

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2

Ways We Instill Beliefs - Day 1

Direct Teaching

Experiential Learning

Vicarious Experiences

- What did you learn that you didn't expect?
- How can you use this in your role within your school?

Page 26

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

3

MODULE 6

Values, Key and Lock Beliefs

The essence of CHARACTER COUNTS! 6.0 is explicit and overt identification and teaching of the key beliefs (values) that will result in choices that produce desired behaviors.

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4

① What are they?

② Why do they matter?

Values are beliefs, attitudes and desires that shape goals and motivate choices.

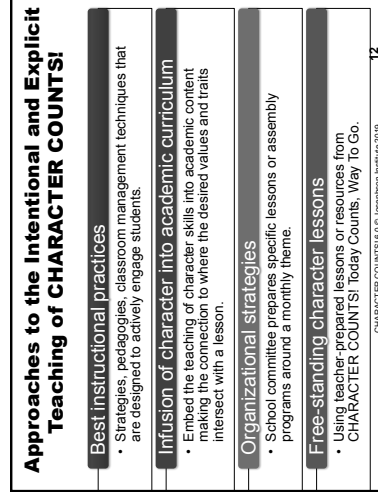
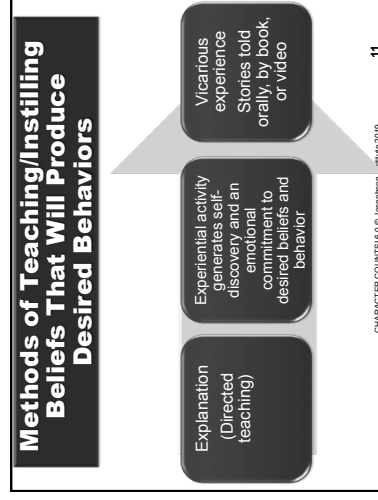
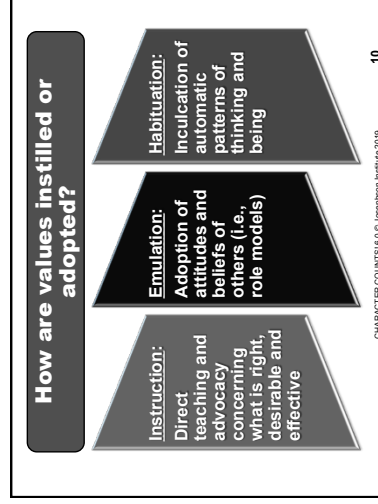
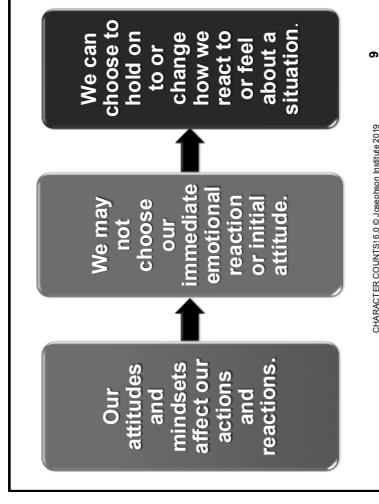
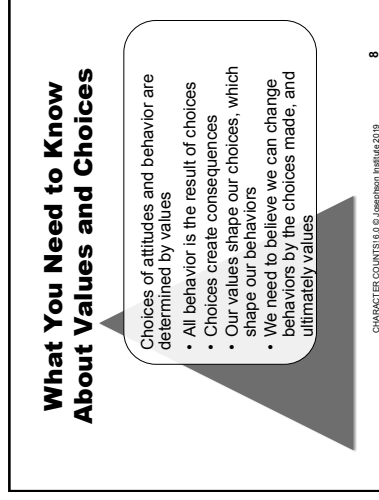
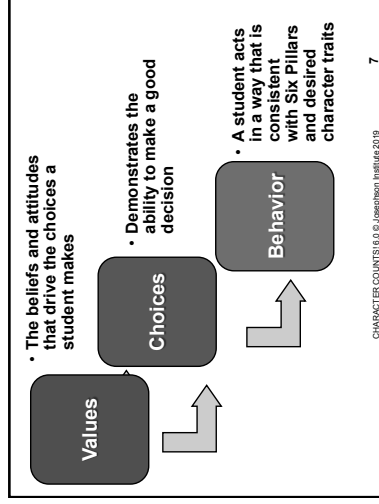
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5

Values are the building blocks of character and shape the nature and quality of our personal and social interactions.

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6



Video Lesson

CONCERT

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

13

Video Lesson

MO CHEEKS AND
NATALIE GILBERT

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

14

Video Lesson

LOCKER

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

15



Ethical values help us sort through conflicting messages and tell us the right way to go.

"Decisions are easy when you know your values."
- Roy Disney

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

16

Without a clear set of values, inconsistent messages make life confusing



CHARACTER COUNTS! 6.0 © Josephson Institute 2019

17



Stated Values
• What we say we value and the level of importance we say we attach to the value

Operational Values
• What we actually value – our highest priorities as shown by our actions and choices

There is often inconsistency between what we say that we believe and what it is we do.

ARE THEY STATED OR OPERATIONAL?

- Mission or Value Statements?
- Handbook rules? PBIS expectations?
- School pledge? Posters?
- School Improvement Goals?

think about

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

18



"You do not learn how to ride a bicycle by looking at pictures of bicycles in a book and studying laws of physics. You learn how to ride a bicycle by getting on a bike and riding." - Barbara Lewis



Similarly, you learn to be a good person by the choices you make. Your actions are the result of putting what it is you value into practice.

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Intrinsic Values

- Beliefs about feelings and achievements that are intrinsically good and worthy as end states (not merely means to an end); they define ultimate goals.

Instrumental Values

- Beliefs about what is important to achieve other goals or outcomes. These are intermediate values; means to an end.

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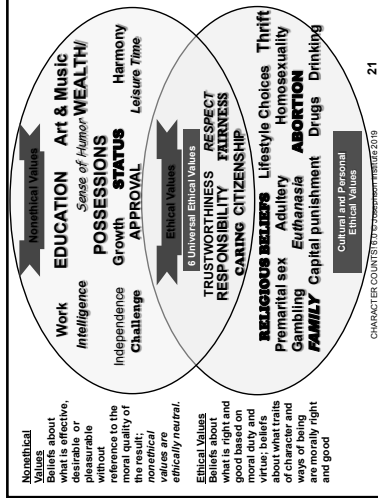
Review of Values

How is an ethical value different from a regular value?

What is the difference between a stated value and an operational value?

What is the difference between an instrumental value and an intrinsic value?

Worksheet 11 — Page 29
CHARACTER COUNTS! 6.0 © Josephson Institute 2019



Video Lesson

THE DOT

CHARACTER COUNTS! 6.0 © Josephson Institute 2019



Key Values

• Positive values (beliefs and attitudes) that unlock potential and open doors to success, personal growth and fulfillment.



Lock Values

• Negative values that limit potential, impede achievement and prevent personal growth and fulfillment.

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Are these keys or locks? Why?

Everyone lies, it's no big deal.
No one really cares whether or not I do my homework.
I like to help out other kids when I can.
I don't like studying but I know I will do better if I do.
If someone treats me with disrespect, they will be sorry.
I can control my temper if I want to.
There's no limit to what I can do if I put my mind to it.
The more I plan the more I succeed.
I believe in the Golden Rule: he who has the gold, rules.

CHARACTER COUNTS! 6.0 © Josephson Institute 2019 **25**

What are the major lock and key beliefs of the students you work with?

Discuss and make a list of lock and key beliefs common in the students you work with. Consider locks and keys in the academic, social/emotional and character domains.

List instructional strategies to instill these beliefs

Worksheet 12 – Page 30
 CHARACTER COUNTS! 6.0 © Josephson Institute 2019 **26**

MODULE 7:
Solutions for Youth With Challenges

CHARACTER COUNTS! Offers Researched-Based Tangible Solutions

Sensory-Processing

ADHD

Self-Regulation

Anxiety & Panic Disorders

REAL PROBLEMS FACED BY TODAY'S YOUTH

CHARACTER COUNTS! 6.0 © Josephson Institute 2019 **27**

SPD – Sensory-Processing Disorder

I have trouble focusing & concentrating.

I have poor fine-motor skills such as cutting and handwriting.

I have poor gross-motor skills such as running or bike-riding.

I'm overly sensitive to loud sounds.

I have SPD!

I hate having my hair brushed, washed, or cut.

I hate being tickled or cuddled.

I am a picky eater. I resist new foods and textures.

I seem to be unaware of the fact that I pat, squeeze or touch others too softly or too roughly.

I chew on everything.

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Why does SPD happen?

Those with SPD have a brain that has trouble organizing information from the senses.

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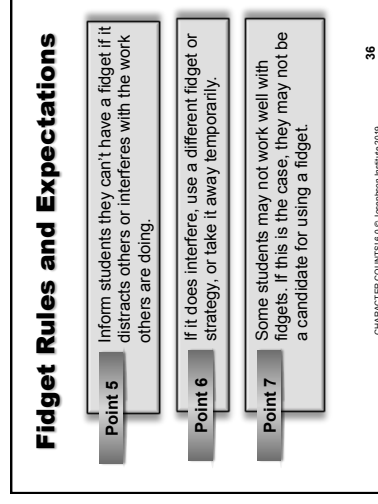
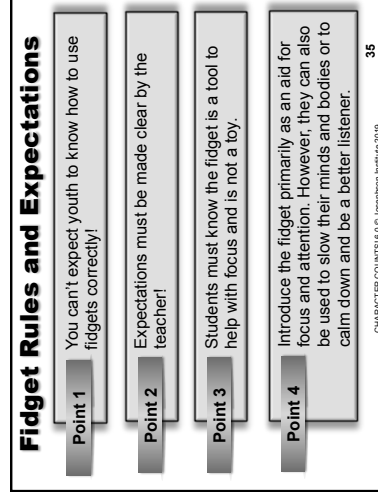
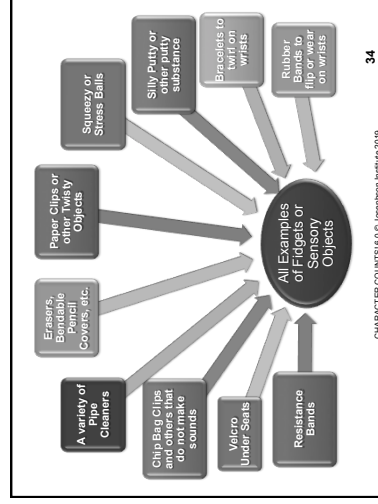
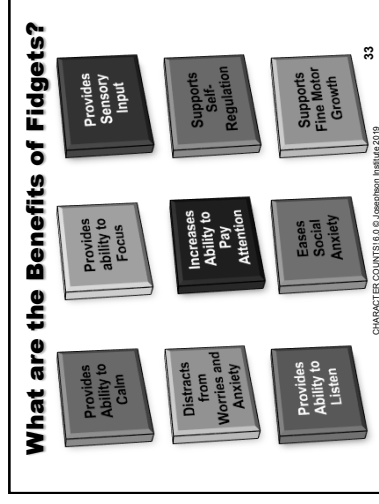
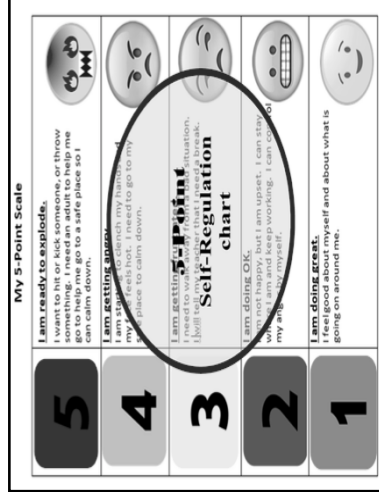
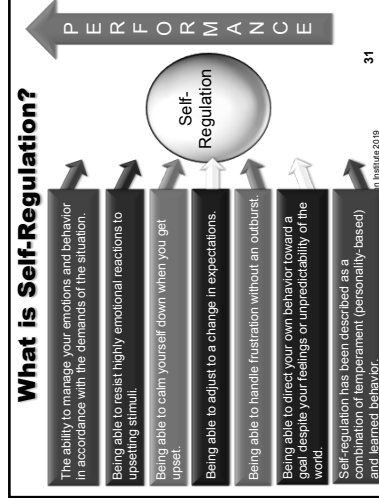
Three Types of ADHD?

Primarily Hyperactive-Impulsive Type ADHD – These youth feel the need for constant movement – they often squirm and struggle to stay seated. They may appear to be driven by a motor and talk excessively, interrupt others, blurt out answers and struggle with self-control.

Primarily Inattentive-Type ADHD – These youth make careless mistakes because they have difficulty sustaining attention and following details, organizing tasks, are forgetful and easily lose things.

Combined Type-ADHD – These youth demonstrate six or more of the symptoms of inattention and six or more of the symptoms of hyperactivity and impulsivity.

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Fidget Rules and Expectations

Point 8

It is best for the fidget to remain in one hand and under the desk if at all possible – out of sight of the other students. Also, it is best if they do not look at the fidget. (If the fidget is a bracelet, etc., it may not apply to keep under the desk.)

Point 9

These rules are not inclusive. Do what works for you and your particular classroom or group climate.

Point 10

You may want to have practice days when you first introduce fidgets and familiarize your students slowly – a few hours at a time and work up slowly.

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When and Where to use a Fidget

In the Classroom During Reading Time	In the Classroom During Discussions	In the Classroom During Testing and Anxiety is Present
On the School Bus or on Car Rides	Transitions	Travel
While Watching TV	Social Times When Anxiety is Present	In the Lunchroom

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What is the aim of CBT

To increase self-awareness

To encourage a better self-understanding

To help us recognize the 'negative traps' or 'vicious cycles' we get caught in

To improve self-control by developing more appropriate cognitive and behavioral skills

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LISTEN #10 COGNITIVE DISTORTIONS	MIND TWIST #1 Jumping to Conclusions, Mind Reading, & The Fortune Teller Error	Overgeneralization
MIND TWIST #2 Mental Filter & Disparaging the Positive	MIND TWIST #3 Labeling & Mislabeling	MIND TWIST #4 Magnification, Minimization, Catastrophizing, & Awfulizing
MIND TWIST #4 Should Must, & Have To	MIND TWIST #5 Emotional Reasoning, Personalization, & Blaming	MIND TWIST #6 All-or-Nothing Thinking
MIND TWIST #6 Always Being Right	MIND TWIST #7 Fallacies of Control, Fatalism, & Chance plus Magical Thinking	MIND TWIST #8 What other challenges you face most?
MIND TWIST #9	MIND TWIST #10	

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How do You Overcome Cognitive Distortions?

1. Recognize the irrational belief or thought.
2. Dispute the irrational belief or thought.
3. Replace it with a rational belief or thought—push it out and replace it with logic and rationality!

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Deep Breathing

Progressive Muscle Relaxation

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MODULE 8
Strategies to instill the Six Pillars of Character

T • TRUSTWORTHINESS

R • RESPECT

R • RESPONSIBILITY

F • FAIRNESS

C • CARING

C • CITIZENSHIP

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Aspen Declaration

One

- The next generation will be the stewards of our communities, nation, and planet in extraordinary critical times.

Two

- The present and future well-being of our society requires an involved, caring citizenry with good moral character.

Three

- People do not automatically develop good moral character; therefore, conscientious efforts must be made to instruct young people in the values and abilities necessary for moral decision making and conduct.

Four

- Effective character education is based on core ethical values rooted in democratic society, in particular, trustworthiness, respect, responsibility, fairness, caring, and citizenship.

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45

Aspen Declaration

Five

- These core ethical values transcend cultural, religious, and socioeconomic differences.

Six

- Character education is, first and foremost, an obligation of families and schools. Communities and organizations also have a responsibility to develop the character of young people.

Seven

- These responsibilities are best achieved when these groups work in concert.

Eight

- The character and conduct of our youth reflect the character and conduct of society; therefore, every adult has the responsibility to teach and model the core ethical values, and every social institution has the responsibility to promote the development of good character.

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Character is ...

1.

- Character is ethics in action.

2.

- Character is the moral strength to do the right thing even if it costs more than you want to pay.

3.

- Character is how you behave when no one is looking.

4.

- Character is the sum total of a person's traits and qualities.

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Write a slogan
that speaks
clearly as to
what is
character.

Activity - Page 32

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CHARACTER

C1. COMMITMENT TO CHARACTER AND ETHICS. Students understand the personal and social importance and the basic terminology and concepts of character and ethics. They strive to acquire the knowledge, adopt the values, and develop the skills, traits, and conduct patterns of a person of good character and they seek to govern their choices and actions by universal moral/ethical principles.

C1.1. Good Character – Components
C1.2. Importance of Character
C1.3. Responsibility for Character
C1.4. Six Pillars of Character
C1.5. Ethical Concepts and Terms

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Video Lesson

**TWENTY THINGS
YOU SHOULD SAY
MORE OFTEN**

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51

Six Pillar Poster Activity

Materials: Pillar Posters 1/1 piece of wall chart paper

Step 1: Divide chart paper in half. On one side list the words or phrases that represent your Pillar, on the other side list or draw symbols that represent your Pillar.

Step 2: Using the words and symbols, write key beliefs for students.

Step 3: Using one of the key beliefs, prepare a learning experience.

A. THE WHAT - WHAT do you want your students to know (or do). Identify the content or skill to be learned.

B. THE HOW - HOW will students learn? What methods, strategies, tools or activities will you use to make sure they get it?

C. THE WHY - WHY are students learning this skill? Why do students need to know or do this? What's in it for them? How do they benefit?

Words	Symbols
-------	---------

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Create a Six Pillar Commercial

Using what you learned from the Six Pillar Poster Activity, pick out the most significant aspects of your Pillar.

As a Pillar Team, please create a "commercial" no longer than 2 minutes to "sell" the value.

You may use material(s) in the room.

All members of the group must participate.

You may practice in any space where your team can work effectively together.

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C2. TRUSTWORTHINESS

Students recognize both the moral and practical significance of trustworthiness as an essential ingredient in meaningful relationships and career success. They strive to earn and maintain the trust of others by consistently demonstrating the integrity, honesty, promise-keeping and loyalty.

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Aspects of Trustworthiness

- C2.1. Integrity
- C2.2. Honest Communications
- C2.3. Honest Actions
- C2.4. Belief That Honesty Pays
- C2.5. Promise-Keeping & Reliability
- C2.6. Loyalty

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TRUSTWORTHINESS

I will be a better student if I act on the following beliefs:

- Trust is essential to all of my important relationships.
- Honesty is the best policy.
- I should keep my promises.
- It's not worth it to lie or cheat because it hurts my character.

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TRUSTWORTHINESS		
Key Questions	Elementary	Secondary
	What is trust? How can I be honest when talking with others?	Why is it important to have trustworthy relationships? What is integrity? What are the key elements of trustworthiness?
Supporting Questions	Who is important to me? What is right and wrong? Should I trust anybody? When I make a mistake, what should I do?	What does it mean to trust others? How can I be dependable? Why is it important to be consistent? What happens when trust is broken or absent, what are the results? Can trust be repaired?
Key Concepts	Honesty, integrity, promise-keeping, loyalty	

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Video Lesson

THE LEGEND OF BAGGER VANCE

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

58

Video Lesson

LIAR, LIAR

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White lies often look very different from the perspective of the person lied to.



THE TEST:
Upon learning of the lie, would the person you lied to thank you for caring? Or feel manipulated or betrayed?



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The process to integrate CHARACTER COUNTS! is T.E.A.M. (Teach, Enforce, Advocate, Model)

Creating an ethical climate through integration

Using the integration chart on page 34 of your Training Workbook and the Matrix, reflect on how you can intentionally **Teach, Enforce, Advocate,** and **Model TRUSTWORTHINESS.**

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C3. RESPECT

Students treat every individual with respect and judge others on their character and ability without regard to physical or personal characteristics based on the belief that all individuals are worthy and that their well-being and dignity is important simply because they are fellow human beings.

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RESPECT

C3.1. Treating Others With Respect

C3.2. Golden Rule

C3.3. Basics Dos and Don'ts of Respect

C3.4. Respectful and Kind School Climate

C3.5. Respecting Privacy

C3.6. Respecting Others' Autonomy

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RESPECT

I will be a better student if I act on the following beliefs:

- Treat everyone the same whether they are my friend or someone I don't know very well.
- I should be courteous and have good manners.
- I should live by the Golden Rule: Treat others the way I want to be treated.
- Avoid being a bully or fighting with others.

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RESPECT

Key Questions	Elementary	Secondary
Supporting Questions	What is respect and self-respect? How can I respect myself and others? How do I treat others? How can I know if what I do makes others happy? What can I do to treat others the way I'd like to be treated? How do others feel?	How can I live by the Golden Rule? How can I gain respect? What do tolerance and the autonomy of others mean? What are the actions of respectful people? How can I show respect and be respectful? What does it mean to be tolerant of these who are different? What choices do I have to develop and maintain self-respect?
Key Concepts	The Golden Rule, civility, courtesy, accepting differences, anti-bullying	

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Universality of the Golden Rule

Confucius:	• What you do not want done to yourself, do not do unto others.
Aristotle:	• We should behave to others as we wish others to behave to us.
Judaism:	• What you dislike for yourself, do not do to anyone.
Hinduism:	• Do nothing to thy neighbor which thou wouldst not have him do to thee thereafter.
Islam:	• No one of you is a believer unless he loves for his brother what he loves for himself.
Buddhism:	• Hurt not others with that which pains thyself.
Christianity:	• Do unto others as you would have them do unto you.

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66

Video Lesson

BURGER KING
BULLYING PSA

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67

The process to integrate CHARACTER COUNTS is T.E.A.M. (Teach, Enforce, Advocate, Model)

Creating an ethical climate through integration

Using the integration chart on page 36 of your Training Workbook and the Matrix, reflect on how you can intentionally **Teach, Enforce, Advocate, and Model RESPECT**.

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C3. RESPONSIBILITY

Students display responsibility by: doing what they are required to do and accepting responsibility for the consequences for what they say, do and think; and using critical thinking (A4) and decision-making (A5) skills to avoid rationalizations and excuses and make rational, prudent choices.

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RESPONSIBILITY

C4.1. Compliance: Doing What Is Required

C4.2. Ethics: Doing What Should Be Done

C4.3. Consequences for Their Words

C4.4. Consequences for Their Actions

C4.5. Developing and Using Positive Attitudes and Life Skills

C4.6. Self-Reliance and Prudent Money Management

C4.7. Learning From Experience

C4.8. Being Rational and Reflective

C4.9. Healthy Choices

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RESPONSIBILITY

I will be a better student if I act on the following beliefs:

I need to hold myself and others accountable for the consequences of words, actions and inactions.

I should exercise self-control and set a good example.

It is important to plan, set goals, and persist in order to be successful.

I should do what I have to do without whining or giving excuses.

I should do my best work and be my best self.

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RESPONSIBILITY

	Elementary	Secondary
Key Questions	What are my responsibilities? How do our responsibilities to others help us live well together?	How can we share responsibilities and be effective? What are my long-term and short-term goals? What can I do to understand my abilities and limitations?
Supporting Questions	What tasks am I expected to do? Why do I have to do things? What would happen if I didn't do my responsibilities? How can I manage my responsibilities?	How can I develop my self-control? How can I learn from others? How can I prioritize my responsibilities? How can I develop good self-assessment skills? How can I learn from others? Do I have a sense of self-control over my behavior?
Key Concepts	Duty, accountability, pursuing excellence, exercising self-control, planning, goal-setting	

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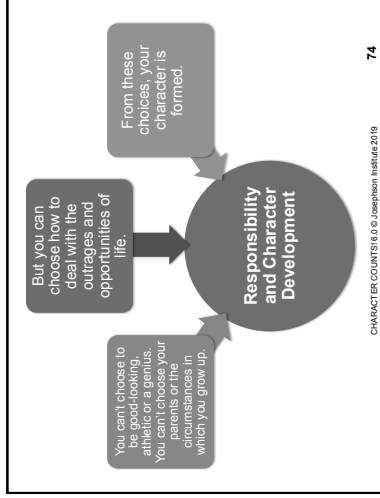
72

Video Lesson

LATEEFAH SIMON

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73



The process to integrate CHARACTER COUNTS is T.E.A.M. (Teach, Enforce, Advocate, Model)

Creating an ethical climate through integration

Using the integration chart on page 39 of your Training Workbook and the Matrix, reflect on how you can intentionally **Teach, Enforce, Advocate, and Model RESPONSIBILITY.**

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C5. FAIRNESS

Students strive to be fair in all their actions by 1) taking turns; 2) playing by the rules; 3) giving due credit to others; 4) asking for and taking only their fair share. They never 1) cheat; 2) claim credit for the work of others; 3) falsely blame or accuse others; or 4) take advantage of another's mistakes or ignorance (even when they think they can get away with it or that the other person deserves it).

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FAIRNESS

C5. Fairness. Students strive to be fair and just in all their actions

C5.1. Basics Dos and Don'ts of Fairness

C5.2. Making Fair Decisions

C5.3. Proportionality

C5.4. Complexity of Fairness

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FAIRNESS

I will be a better student if I act on the following beliefs:

Treat all people equitably based on their merits and abilities.

Willingly take turns and share with others.

Understand the importance of rules to define games, establish order and common expectations.

Accept the fact that something is not unfair just because I didn't get what I wanted.

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78

FAIRNESS		
Key Questions	Elementary	Secondary
Supporting Questions	What is fair and unfair? How can I learn to make fair decisions? Why is it important to play fairly and to share? What can I do to play fairly? What does fairness mean to me? How can I put into practice fair decision-making?	What do fairness and justice represent? How can I avoid being unfair? What moral obligations are involved in fairness and unfairness? What do fairness and justice mean to me? How can I accept fairness when it means I don't get what I want? What course of action should I take when I am faced with a decision? What and who will be affected by my decision-making? What is a moral obligation?
Key Concepts	Justice, equity, equality, openness, impartiality, consistency	

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Process – How we make decisions.

- The moral obligation is to make decisions fairly. This is called procedural fairness.

Results – What we decide (the substance of the decision). The consequences or benefits should be fair.

- The moral obligation is to make fair decisions. This is called substantive fairness.



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Procedural Fairness Requires...

Procedural

Fair Notice

Impartiality

Fairness

Gathering of the facts

Fair hearing



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81

Six Major Theories of Fairness

1 Equality: treating everyone the same with everyone starting from the same place and needing the same help.

2 Merit: what a person is entitled to receive based on skill or talent.

3 Effort: given in proportion to the effort extended.

4 Seniority: benefits distributed in order of age or seniority.

5 Need: equity means giving everyone what they need to be successful.

6 Might: determined on the basis of power granted.

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Video Lesson

GLORY

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83

The process to integrate CHARACTER COUNTS is T.E.A.M.: (Teach, Enforce, Advocate, Model)

Creating an ethical climate through integration

Using the integration chart on page 42 of your Training Workbook and the Matrix, reflect on how you can intentionally **Teach, Enforce, Advocate, and Model FAIRNESS.**

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C6. CARING

Students demonstrate caring by: 1) displaying sincere concern for the well-being of others; 2) displaying compassion for those in pain or need; 3) being kind and sympathetic to everyone (even those who don't seem worthy of kindness); 4) giving time, service and money to charitable organizations and individuals to help those in need.

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CARING

C6.1 Basic Dos and Don'ts of Caring

C6.2. Caring Moderates Other Ethical Duties

Students understand the virtue of caring frequently interacts with other ethical principles requiring them to be careful that:

Honesty is not causing them to be hurtful or offensively blunt	In seeking to impose justice, they do not miss opportunities to be merciful and forgiving.	While respecting another's privacy, they do not condone or ignore dangerous and harmful conduct.	Their sense of responsibility is proportionate to their level of authority and that they do not ignore their own needs.
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86

CARING			
Key Questions	Elementary	Secondary	
	How can I show I care? How can I develop empathy?	How can I become more altruistic? How can I learn forgiveness? How can I show conviction for and commitment to being a caring person?	
Supporting Questions	What does caring mean? How can I care for my friends? Who cares for me? How can I show caring? What happens when I hurt someone? How do I feel when I am hurt by someone?	How do I feel when someone helps me? What should I think about when others need help? How do I feel when someone hurts me? What can I do to help others? What are good feelings others have? What mistakes have I made? How can I teach others to be more caring?	
Key Concepts	Concern for others. Kindness, compassion, love, charity, empathy, mercy, forgiveness		

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88



Video Lesson

CHANGE YOUR WORDS

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

89

CARING

I will be a better student if I act on the following beliefs:

- I have to show concern for others' well-being.
- I should act compassionately and with empathy.
- I need to be kind and considerate.
- I have to be willing to show mercy and forgiveness.

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87

Creating a Culture of Kindness



A Culture of Kindness exists when the climate of a place promotes kindness and discourages unkind thoughts and actions.

Empathy, compassion, caring and respect are expected and their opposites are out of place.

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Creating a Culture of Kindness



- In a Culture of Kindness, all social incentives encourage and affirm a spirit of generosity and love and discourage all forms of hurtful or demeaning words or acts.
- In a Culture of Kindness, everyone feels at home.

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Creating a Culture of Kindness



- In a Culture of Kindness, differences are accepted and celebrated.
- In a Culture of Kindness, it's all for one and one for all; people stand up for and next to each other.

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The process to integrate CHARACTER COUNTS is T.E.A.M. (Teach, Enforce, Advocate, Model)

Creating an ethical climate through integration

Using the integration chart on page 48 of your Training Workbook and the Matrix, reflect on how you can intentionally **Teach, Enforce, Advocate, and Model CARING.**

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C7. CITIZENSHIP

Students recognize and seek to fulfill their civic and social responsibilities by doing their share to contribute to the well-being of the communities in which they are a member (including their school, neighborhood and country).

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CITIZENSHIP

C7.1. Understand and Appreciate Civil Rights
C7.2. Understand and Fulfill Civil Responsibilities
C7.3. Respect Authority and Obey Laws
C7.4. Participate in Democratic Process
C7.5. Positive Learning Opportunity
C7.6. Safeguard the Environment

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CITIZENSHIP

I will be a better student if I act on the following beliefs:

I will play by the rules.

I need to obey the law.

I should do my share in my family, class, school and community.

I recognize my duty to protect and improve the environments in which I live.

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96

CITIZENSHIP		
	Elementary	Secondary
Key Questions	What does it mean to be a good citizen? What are rules?	What are my civic duties? How do I enact and protect democratic values?
Supporting Questions	Why do we have rules? How can I help? What should I not do? What does it mean to be a good neighbor?	What communities do I belong to? How can I make a difference? What makes our community good? What are the values of communities? How can I participate actively for the collective benefit of communities? When is civil disobedience appropriate? How can I be an advocate for a cause?
Key Concepts	Playing by the rules, Being a good citizen, Sharing	

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Video Lesson

TUM CHALO

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

98

You are to create an Ad Campaign promoting a Culture of Kindness to show that students care about each other.

- Slogan for the campaign
- Write at least 3 action items that would help to promote the Culture of Kindness campaign

Worksheet 15 – Page 50

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The process to integrate CHARACTER COUNTS is T.E.A.M.: (Teach, Enforce, Advocate, Model)

Creating an ethical climate through integration

Using the integration chart on page 51 of your Training Workbook and the Matrix, reflect on how you can intentionally **Teach, Enforce, Advocate, and Model** CITIZENSHIP.

With a partner: Share three specific ways to Teach, Enforce, Advocate, and Model the Pillars

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MODULE 9

Social and Emotional Domain and Success Skills

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101

Success Skills in the Social and Emotional Domain

Self-Discipline

Resilience

Diligence

Perseverance

Positivity

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102

Success Skill of Self-Discipline

Students demonstrate self-discipline by:

- Doing what they should do even when they might be able to get away with misbehavior.
- Doing what they need to do without excuses.

KEY BELIEFS

- I can make sure that my behavior is appropriate and reflects my values.
- Just because I feel like doing something doesn't mean I should, or that I have to do it.

INSTRUCTIONAL STRATEGIES

- Explain and illustrate how to make positive decisions in difficult situations, resist peer pressure and exercise self-control.
- Role-play scenarios in which students may be tempted to engage in destructive behaviors.
- Explain and illustrate what self-discipline looks like with stories, exercises and activities.

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103

Success Skill of Resilience

Students demonstrate resilience by:

- Maintaining a positive outlook with the courage and will to bounce back from the pain and grief of personal traumas, disappointments, failures and misfortunes.

KEY BELIEFS

- Negativity in life or in others does not change who I know I am.
- Even when life is tough, I know I can survive.

INSTRUCTIONAL STRATEGIES

- Practice strategies for handling difficult people and challenges.
- From current events and literature, analyze how people face and bounce back from tragedy.
- Teach and demonstrate how to overcome obstacles so students can take control of their lives and their education.

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“More than education, more than experience, more than training a person’s level of resilience will determine who succeeds and fails. That’s true in the cancer ward, in the Olympics and in the corporate boardroom.” – Dean M. Becker

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105

What Can One Do?

Encourage students, parents and educators to identify the after effects of specific experiences.

Introduce specific strategies that promote resilience.

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106

Strategies to Increase Resilience

- 1) Strengthen ability to regulate emotions such as sadness, grief, anger, fear, jealousy, hatred, resentment
- 2) Reject negative mindsets and adopt a positive (but realistic) outlook
- 3) Physical activity or mindfulness experiences
- 4) Take on new challenges while focusing on lessons learned that make you smarter or stronger
- 5) Create or fall back on a supportive social network
- 6) Observe and emulate resilient role models -if they can do it, so can I
- 7) Diversion and distraction or reframe the experience

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107

Success Skill of Diligence

Students demonstrate discipline by:

- Pursuing excellence in all they do. They understand the importance of effort and hard work, and they always strive to do their best.

KEY BELIEFS

- It’s worth it to do my best work in all I do.
- I might not be the best, but I will try to be the best me.

INSTRUCTIONAL STRATEGIES

- Set expectations of excellence from all students.
- Acknowledge best efforts, not just best results.

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DILIGENCE

Instilling in students the skill of being diligent, persistent and hardworking, can be a herculean task for teachers.

Who wouldn't want to work hard, complete what it is they have to do and not just give up when things get tough?

Developing the skill of diligence just does not happen by chance. Think of your own success as a student or now as an educator and how diligence played a major role.

As with any of the desired character traits, we realize the change is not in the why or what, rather it is in the how.

VIDEO AND DISCUSSION LESSON: Diligence Changes Just OK Into Can Do
<http://bit.ly/2YH3hhJ>

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Success Skill of Perseverance

Students demonstrate perseverance by:

- Continuing to perform their responsibilities and pursue their goals despite frustrations, mistakes, setbacks, and other obstacles that make their task difficult or seem impossible.

KEY BELIEFS

- I am able to resist temptations and pressures to give up or quit.
- I choose to persist as long as I am able.

INSTRUCTIONAL STRATEGIES

- Research individuals from a historical perspective to document examples of perseverance.
- Have students discuss mistakes they have made and how they could have turned them into learning opportunities.

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Success Skill of Positivity

Students demonstrate positivity by:

- Choosing to be optimistic, enthusiastic, hopeful, and cheerful.

KEY BELIEFS

- Having a **positive outlook** can help accomplish positive results.
- I understand how having a negative attitude can affect my happiness and I will choose to find a positive alternative..

INSTRUCTIONAL STRATEGIES

- Provide opportunities for students to understand that they can't always control the situation, but can control how they choose to respond.
- Have students share negative dialogue they might have and turn it into a positive dialogue.

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111

Mindsets Can Be Changed

Our mindsets regarding certain aspects of our lives is based on our choice of meaning we give to things.

We all can consciously decide to develop a positive mindset.

- Half-full perspective, looking for the bright side of every event
- Believing in the personal ability to endure adverse events
- Believing things can and will get better

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Power of Positive Thinking

Negative thoughts - doubt, fear, worry, doom and gloom, focusing on what could go wrong - diminish the quality of life

The power of positive thinking is the ability to reduce or eliminate the impact of negative thoughts

Benefit of taking time to think of 5 things you are grateful for.

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Video Lesson

THE GREATEST

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Social and Emotional Domain

- Self-Discipline
- Resilience
- Positivity
- Persistence
- Diligence

Choose 2 of the above traits from the Social and Emotional Domain:

- Identify at least three reasons why teaching the skill is important.
- What are the key beliefs you would like to instill in students?
- Each person chooses one of the Way To Go lessons. Teach the lesson.

Review the Social and Emotional Skills. Identify any other skills that would be critical for inclusion in your school.

Worksheet 16 – Page 53

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MODULE 10

**Taking Choices Seriously:
Exemplary Decision Making**

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The quality of our lives and the success of our efforts in both our personal and professional lives will be determined by our choices.

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Every Decision Sends a Message

In addition to the immediate and long term effects of a decision on our own lives, every decision we make sends a message to the world as to what we value and what kind of people we are.

Thus, we should always consider the potential impact of our choices on our reputation and credibility.

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Two Core Principles for Good Decision Making

We have the power to decide what we think, say and do.

We're morally responsible for the consequences of our choices.

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Actions are the result of choices

Attitudes are the result of choices

Choices create consequences

Each change in attitude or actions creates different consequences

Good choices create good consequences

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What We Need to Teach Children and Young People

To think of all choices in terms of potential consequences to themselves and to others (stakeholders)

Decision-Making

Every decision has consequences

The greater the potential consequences, the higher the stakes

The higher the stakes, the more need there is for careful decision-making

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Stakeholders

Each person who can be affected by a decision has a “stake” in that decision and a moral claim on the decision maker to make the decision wisely and ethically.

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CHOICES HAVE CONSEQUENCES

Everyone affected by a decision is a stakeholder in that decision.



Look how many people were affected by this young man's decision to stick his head through the opening in the back of his chair.

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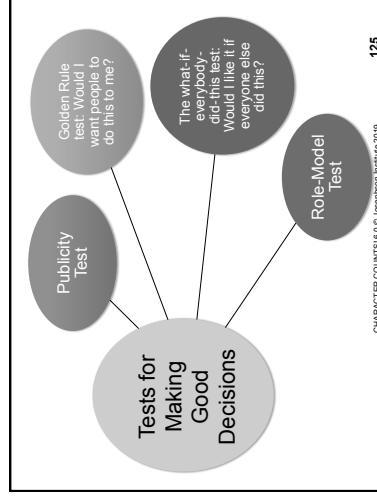
123

Aspects of an Exemplary Decision

- Based on sufficient reliable information
- Effectively accomplishes the decision-maker's objectives
 - Efficient
 - Avoids unintended consequences
 - Results in the most good and the least harm to each stakeholder.
- Is and appears to be ethical
 - Generates trust
 - Treats all stakeholders respectfully
- Acknowledges and fulfills the decision-maker's responsibilities
 - Is fair to all concerned
 - Demonstrates caring and concern for all stakeholders
 - Abides by laws and rules

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Rule of Universality

Do only those acts which you are willing to allow to become universal standards of behavior applicable to all people in similar situations.



If everyone did it, would it be a good thing?

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Best Possible Result (BPR)

- Effectively accomplishes the primary objective, in that it solves the immediate problem
- Avoids negative unintended consequences
- Solves the underlying problem, while providing a broader solution and avoiding future problems
- Preserves or advances the decision maker's relationships
- Enhances the decision maker's credibility

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Recognizing Important Decisions

Is there possible danger of physical harm to you or anyone else?

Could you or someone else suffer serious emotional pain?

Could the decision hurt your reputation?

Could the decision impede achieving an important goal?

Could you or someone else suffer significant monetary or property loss?

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DECISION-MAKING

Key Questions	Who are the stakeholders? How can I make a good decision? What strategies can I use to make a good choice?
Supporting Questions	Why should I make good or right decisions? Who/what do I need to think about to make good decisions? Who will be affected by my decision? How can I find out if I'm making a good ethical decision? How can I make better decisions? How can I change the way I make decisions to improve the outcome? What steps should I take to achieve a good result for most stakeholders? How can I help others to make better ethical decisions?
Key Concepts	Stakeholders, thinking, clarifying goals, developing options, effective and ethical decisions, best possible result, consequences

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JJ Character-Based Decision-Making Model

Good decisions are effective and ethical

1. Ethical decisions take into account the interests and well-being of everyone affected by your actions (stakeholders).
2. Ethical decisions put Respect, Responsibility, Trustworthiness, Fairness, Caring, & Citizenship above others.
3. If it is necessary to make a choice, honor ethical value to honor another, do what will produce the greatest good in the long run.

Best in long run

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Count off by 4 and create a small group that will work through the following role play at your table.

Jamie is a High School Junior. As part of the science class, Jamie is one member of a cooperative learning group that has to complete a project by the following Monday. Each member of the group has decided to work on Friday after school and on Saturday morning to put together the project so it can be completed by the Monday deadline. On Thursday, Jamie is invited by a good friend to go to a concert on Friday night. Jamie is torn because the group is planning on Friday night and Jamie has to be there to share the decision to go to the concert and that there is no way possible to be in any condition to get up early on Saturday to work on the project. Sunday is out as two other members of the group have family commitments.

In Your Group

- The member of your group who has the next birthday plays the role of Jamie. You need to:
 1. Present arguments that explain the choice you have made.
 2. Give the process used to make the decision to go to the concert.
 3. The other members of the cooperative learning group. Each will need to:
 1. Respond to Jamie about the choice made.
 2. Who are the stakeholders in his decision?
 3. Discuss what is important in order to accomplish the assigned project.
 4. Share what are the unintended consequences of the choice Jamie has made.

Finally, as a group, discuss what could be a decision that Jamie may make to produce the best possible result.

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Students have friends in another class with the same teacher. Sara and Julie are best friends and tell each other everything. Sara goes to class first and gets all of the answers for last night's homework. Julie doesn't like history, but didn't finish her homework and asks Sara for help.

- Who are the stakeholders in this scenario?
- What Pillars is Sara struggling with in deciding how to answer Julie?
- What do you think Sara would do?
 1. Give Julie the answers because they are best friends.
 2. Sara can give Julie some of the answers and tell her to finish the homework at lunch.
 3. Tell Julie she can't help her.
 4. Sara will take time to help Julie complete the homework during lunch, not by giving her the answers but assisting her where she can find them.
 5. Tell Julie it would be cheating if she gave her the answers.
- What do you think Sara ought to do? What does Sara have to think about when making her decision?

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Brian is looking forward to the start of the new school year. Right from the first day, Brian's good friends are making fun of a new student who has just moved into the neighborhood. They all joke about how he looks and talks. While walking home after school, one of Brian's friends decides to pick a fight with the new student. Before you know it, others are joining in.

- Who are the stakeholders?
- What options does Brian have?
- What are the potential consequences of his possible choices?
- Who else will be impacted by the decision he makes?
- What do you think Brian will decide to do?
- What do you think Brian should do?

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Kara is a high school freshman. Last weekend, she is arrested by department store security for shoplifting. She had over \$30 in her purse, and was trying to steal a blouse for \$18. She said that the friends she was with were all swiping things that day, but didn't get caught, and that they were all encouraging her to join in the fun of getting stuff for free.

- Why did Kara choose to steal?
- In her decision to steal, who are the stakeholders she should have thought of?
- What values are in conflict for Kara?
- When confronted with a choice of stealing to fit in or doing the right thing, what should Kara think about before making a decision?
- What were Kara's options?
- What are the consequences of the various options open to Kara?
- What would have been the best decision for Kara? How do you know?

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There's good in everybody. You just have to look for it.

Day 2 Homework - Dialogue Presentations

1. The Six Pillars and the Six Success Skills
2. What is T.E.A.M.
3. Discuss Decision-Making (Stakeholders)
4. CHARACTER COUNTS! 6.0 Presentation
5. School Climate

Topics are on page 57

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CHARACTER COUNTS! 6.0

Student Development Workshop

Character Counts! 6.0 Pillars

Trustworthiness

Citizenship

Caring

Responsibility

Respect

Fairness

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1

Day 3

There's something everyone has to look for it.

Good Morning! Please read this slide as we start our day . . . ☺

At your table you will find a sentence strip. Please write on the sentence strip a "slogan," "phrase," or "thought" that has been significant for you during the previous two days. Think of what might go on a "bumper sticker" for someone's car.

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2

Ways to Instill Beliefs

Day 2

Direct Teaching

Experiential Learning

Vicarious Experiences

Connection to Academic Curriculum

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3

Dialogue

1. What are the Six Pillars and the Six Success Skills?

2. What is T.E.A.M. and how is it integrated into a school?

3. Discuss Decision-Making (Stakeholders)

4. CHARACTER COUNTS! 6.0 Presentation

5. The Impact of a Positive School Climate

REFLECTION

•What did you learn as the one doing the presentation? As a listener?

•Are there ideas you can use in your school?

•How can you use a presentation with others in your school or organization?

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4

Module 11

Implementation Strategies

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5

Video Lesson

WHAT'S HAPPENING AT AN ELEMENTARY & MIDDLE SCHOOL

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

6

Video Lesson

WHAT'S HAPPENING AT A HIGH SCHOOL

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7

HOW TO BUILD CLASSROOMS THAT PROMOTE ACADEMICS, SOCIAL/EMOTIONAL LEARNING AND CHARACTER

Strive to build relationships with students and model character

Create awareness of the academic, social and emotional and character beliefs by using visual displays, and being intentional and explicit teaching with instructional strategies and free-standing lessons

Intentionally teach academics and character at the same time

Practice character-based discipline in managing behaviors

Provide opportunities to help students make effective and ethical decisions

Connect with colleagues to promote a positive learning environment where CHARACTER COUNTS! becomes part of the DNA of a school or program

Communicate with parents

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9

Settings for School Impact

School-Wide Activities

Classroom Activities

Co-Curricular & Sports

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9

An Effective CHARACTER COUNTS! Initiative is ...

Purposeful

Pervasive

Repetitive

Consistent

Creative

Concrete

P

P

R

C

C

C

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PPRCCC

Purposeful – clear objectives with understanding of why character is important.

Pervasive – Pervade all aspects of school life.

Repetitive – Messages about meaning and importance of the values and traits should be frequent and explicit.

Consistent – Attitudes, words and actions must be consistent and supportive of the desired behaviors.

Creative – Teachers need to engage students in active learning using a variety of instructional methods.

Concrete – The desired values and skills must be expressed in the context of relevant situations.

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School-Wide Messaging

Marquee messages

Announcements

Calendars, notices and flyers

Banners, murals, hallway walls

Cafeteria and Auditorium

Playground, Gymnasium

School buses

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School-Wide Activities

1. Word of the Month/Week

2. Morning Announcements

3. Daily/Weekly Quotations

4. Hallway and Door Displays

5. School Mural

6. Mottos/Slogans

7. Library Exhibits & Booklists

8. Theme Assemblies

9. Rewards, Awards, Prizes

10. Contests

11. Ceremonies and Rituals

12. Pride Campaign

13. "Six Pillars" Clubs

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School-Wide Activities

14. CCI Student Newspapers

15. "Honor" Roll (non-academic)

16. Recognition Wall

17. Fund-Raising for Charities

18. Community Service Projects

19. Cross-Age Tutoring

20. School Service Projects

21. Student-Designed T-shirts

22. Pledges, Codes and Rules of Conduct

23. Peer Counseling/Mentoring

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School-Wide Activities - Quotations

Start each day or week with a selected quotation and an essay assignment or brief discussion:

- Selected by principal, teachers or students Found at: www.whatwillever.com
- Original quotes/slogans/bumper stickers written by students
- Use of CCI Instructional Resources – Today Counts, "Way To Go"

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Schoolwide Activity

Professional development opportunities conducted on a regular basis by school champions

Parent Meetings/Workshops

An organized CHARACTER COUNTS! Committee or Team

Student/Faculty Task Force

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Hallways and doors

Murals

- Displayed with a wide array of professional or student drawn posters, drawings, montages, etc. that reflect the messages of CHARACTER COUNTS! and celebrate student goals and achievements.
- Students can adorn large public areas and main entryways with permanent or temporary (on paper or plywood) murals with CHARACTER COUNTS! themes.

CHARACTER COUNTS! 6.0 © Josephson Institute 201917

Mottos

Library Exhibits/Booklists

- Students can propose and select school-wide and class level (e.g., 10th grade) mottos and slogans to articulate and reinforce CHARACTER COUNTS! messages.
- Designate special areas for books related to one or more of the Six Pillars.
 - Create a "role models" display with books on people (e.g., Martin Luther King, Mother Teresa, Gandhi, Cesar Chavez, Helen Keller, etc.) whose lives demonstrate(d) good character.

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Theme Assemblies

- **Conduct school assemblies** focusing on a theme related to character development. Community members might be invited to speak about one or more of the Six Pillars. Students might also perform skits, deliver speeches and participate in debates/discussions.

Awards

- Recognize and reinforce behavior that shows good character by holding "Good Character" award programs.

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Contests

- Focus on one or more of the Six Pillars or other SEL or Academic values.
- Essay or speech contests
- Art contest with winning entry printed on bumper stickers, T-shirts, etc.
- Fundraising contests with proceeds advancing a given Pillar.

Recognition

- Periodically have students nominate their peers using criteria based on the Six Pillars of Character. Frame and retain the photos on a specially designated wall.

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Cafeteria Table Tents

- **Have students design small** folded cards with quotes, ethical dilemmas or other messages about character. Place these on cafeteria tables and encourage everyone to discuss them at lunchtime.

"6 Pillar Success Clubs"

- Organize "6 Pillar Clubs" — one for each Pillar and Success Skill — and have the students plan and organize relevant activities associated with CHARACTER COUNTS!.

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School or Community Projects

- **Public Area Beautification:** Help students organize and carry out a cleanup of a park or playground.
- **Authorized Six Pillars Anti-Graffiti Wall:** Organize students and paint a mural focusing on good character on a wall in the community.

Peer Mentoring

- Designate young people to serve as peer counselors and mentors. Incorporate the Six Pillars into their training.
- Arrange for middle and high school students to counsel and tutor younger children.

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IDEAS I CAN USE AT MY SCHOOL

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Classroom Activities



Problem Based Learning or class projects

Class discussions using CCI instructional resources

Classroom rules developed and ratified by students

Reinforcement techniques — praise for effort, approval, correction with high expectations

Use of vicarious experiences or experiential activities

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School Climate
Positive Culture - List at least two specific actions to achieve each element

SC1.1

• Welcoming and accessible

SC1.2

• Respectful and supportive relationships

SC1.3

• Clear, fair and consistently implemented rules and policies

SC1.4

• High expectations and standards (culture of excellence)

SC1.5

• Growth mindset

SC1.6

• Participatory decision-making

SC1.7

• High staff morale

Worksheet 17 – Page 67
CHARACTER COUNTS! 6.0 © Josephson Institute 2019 31



School Climate
Engagement - List at least two specific actions to achieve each element

SC2.1

• Parent involvement

SC2.2

• Student engagement

SC2.3

• Staff consensus and commitment

SC2.4

• Administrator presence and participation

SC2.5

• Professional development opportunities

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CHARACTER COUNTS! 6.0 © Josephson Institute 2019 32



School Climate
Quality Instruction - List at least two specific actions to achieve each element

SC3.1

• Effective instructional strategies

SC3.2

• Collaboration with colleagues

SC3.3

• Proactive interaction with parents

SC3.4

• Useful and productive student assessments

SC3.5

• Feedback and accountability

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CHARACTER COUNTS! 6.0 © Josephson Institute 2019 33



School Climate
Inspirational Leadership - List at least two specific actions to achieve each element

SC4.1

• Inspires commitment to vision

SC4.2

• Establishes a strategic plan

SC4.3

• Effective and efficient management

SC4.4

• Trust and confidence of constituents

SC4.5

• Regular communication

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School Climate
Safety & Positive Behavior - List at least two specific actions to achieve each element

SC5.1

• Practical and effective disciplinary rules, policies and strategies

SC5.2

• Security regarding outside threats

SC5.3

• Emergency preparedness

SC5.4

• Detect and deal with weapons, drugs and alcohol

SC5.5

• Prevention of dangerous physical conditions

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School Climate
Positive Learning Environment - List at least two specific actions to achieve each element

SC6.1

• Attractiveness and maintenance of physical plant

SC6.2

• Instructional areas conducive to learning

SC6.3

• Adequate physical space in classrooms

SC6.4

• Adequate resources for instruction and co-curricular activities

SC6.5

• Assessment of the learning environment

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Indicators of a Positive School Climate		
Positive Culture	Engagement	Action steps our school could take as part of a CHARACTER COUNTS! initiative
Quality Instruction	Inspirational Leadership	
Safety & Positive Behavior	Positive Learning Environment	
Indicator	Key attributes that apply to our school	
Culture		
Engagement		
Quality Instruction		
Inspirational Leadership		
Safety & Positive Behavior		
Positive Learning Environment		

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37

Sphere of Influence

Three areas of impact:

- personal (own life)
- professional (within the sphere of your work)
- some influence (areas you don't control, but can influence those who do)

On post-it notes, write an impact you can make in these areas.

Click your post-its in the appropriate area of the sheet.

Worksheet 18 – Page 74
Refer to TRAINING WORKBOOK Pages 74-75 for ideas.

Use this as a tool for getting ideas from others in your constituency.

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What are the positive things we are already doing related to teaching, enforcing, advocating and modeling character that promotes a positive school climate?

TEACH	ENFORCE	ADVOCATE	MODEL

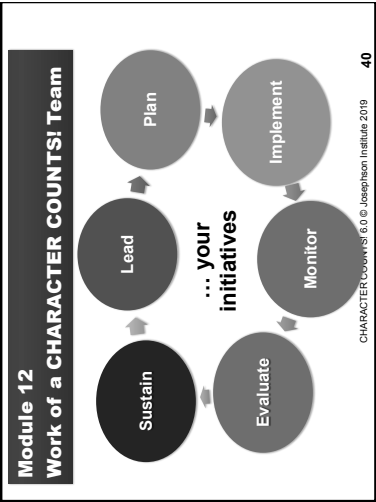
Considering all that we already do effectively, what specific strategies should we consider doing that will enhance your school's or program's character development efforts?

TEACH	ENFORCE	ADVOCATE	MODEL

Worksheet 19 – Page 76

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Data

Conduct a needs (climate) assessment and gather baseline data. Evaluate program and adjust accordingly.

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Collect Information

Survey what your school, organization, or community is doing to encourage good character.

Assess the needs of the school, organization, or community, using surveys, focus groups, and other tools.

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Prepare for Assessment

WHO	WHAT	WHEN	HOW
should be surveyed	questions to ask	time of year	online, focus group, or paper and pencil

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Develop Baseline Statistics

Collect other statistics from:

- Police: graffiti, drug and alcohol use, vandalism, petty thefts
- School Discipline Records: referrals, detentions, tardies, absences, suspensions
- Academic Records: standardized test scores, overall grade-point averages by grade and subject, rates of late and incomplete homework

Review Data Management Report - Addendum

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Measuring Impact CHARACTER COUNTS! Works

Define success – start with the end in mind. What specific behaviors are you trying to change?

What are the measurable markers (indicators) of the change?

How much change is needed to justify the effort?

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Benefits of Evaluation

The benefits are many because your initiative will be able to:

- Prove its effectiveness
- Persuade influential entities to endorse the program
- Convince others to adopt or keep the program and help it expand
- Secure renewable sources of funding more easily
- Identify its strengths and weaknesses for continual improvement
- Encourage and recharge everyone involved
- Celebrate achievements and recognize exceptional contributions

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Types of Data

Quantitative, or "hard" data: focuses on numbers and frequencies and consists of statistics.

Qualitative, or "soft," "nuanced," or "contextual" data:

- Focuses on words and meanings. Examples of qualitative data are anecdotes and informal observations.

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Collecting Meaningful Data

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Downey, California	
ACADEMIC PERFORMANCE	• API scores rose 5%, an increase of 63% over the previous 3 years before CCI
HIGHER GRADUATION RATES	• Graduation rates have been over 92% since CC implementation; statewide graduation rate is 68%
REDUCED SUSPENSIONS & EXPULSIONS	• Suspension days decreased 41% from 6417 to 3757; expulsions fell 64% from 229 to 82.
PARENTS' LOVE PROGRAM	• 96% said CCI a valuable part of the school; 94% said, "My child is exhibiting Six Pillars of good character at home and at school."
TEACHERS' SUPPORT	• 95% said, "The content and training they received to implement CHARACTER COUNTS! used in helping build students' character"; 95% "would recommend CCI training to others."
STUDENTS' SUPPORT	• 94% agree: "I feel the CCI program makes me a better student;" 95% agree, "The Six Pillars of good character help remind me to make good choices."

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Tulare County, CA	
A Comprehensive 3 year study funded by the U.S. Department of Education – 2007-2010	
Los Tules Middle	
Physical violence (fighting, bullying, intimidation) is a real problem at my school.	• Down 29% (from 70% to 41%)
I feel safe at my school.	• Up 13% (from 49% to 62%)

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Monte Vista Elementary	
Bullied, teased, or taunted someone.	• Down 14% (from 44% to 30%)
Mistreated someone because he or she belonged to a different group.	• Down 10% (from 15% to 5%)
Used racial slurs.	• Down 8% (from 28% to 20%)
Physical violence (fighting, bullying, intimidation) is a real problem at my school.	• Down 30% (from 65% to 35%)

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Tulare Western High	
A person has to lie or cheat sometimes in order to succeed.	• Down 9% (from 40% to 31%)
Lied to a teacher about something significant.	• Down 9% (from 64% to 55%)
Stole something from a store.	• Down 7% (from 32% to 25%)
Stole something from parents or relative.	• Down 6% (from 22% to 16%)

CHARACTER COUNTS! 6.0 © Josephson Institute 2019

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Tulare Western High	
Hit a person because I was angry.	• Down 16% (from 54% to 38%)
Bullied, teased, or taunted someone.	• Down 14% (from 44% to 30%)
Mistreated someone because he or she belonged to a different group.	• Down 10% (from 15% to 5%)
Used racial slurs.	• Down 8% (from 28% to 20%)

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Tulare Western High	
It's sometimes OK to hit or threaten a person who makes me very angry.	• Down 10% (from 30% to 20%)
Physical violence (fighting, bullying, intimidation) is a real problem at my school.	• Down 10% (from 15% to 5%)
I feel safe at my school.	• Down 6% (from 56% to 50%)

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STAFF PROFESSIONAL DEVELOPMENT

Ongoing Support for School Staff

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Presentation of CHARACTER COUNTS! by School Champions

Prepare regular professional development presentations on character development and integration

Based upon the allotted time, plan what can be included. Reflect back on your training to determine what would be of greatest benefit for your staff.

Ideally, a full day can be devoted to a CHARACTER COUNTS! presentation.

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Full Day or Half Day Workshops by CHARACTER COUNTS! Trainers

Introduction to CHARACTER COUNTS!™

Integrating CHARACTER COUNTS!™

Combating Bullying by Creating a Culture of Kindness

Building a Positive School Climate That's Awesome

Dealing with Attention Disorder and Similar Challenges

Managing Behaviors of At-Risk Youth and their Parents

Using Video Clips or Other Social Media While Teaching

Instilling Self-Confidence and Building Resilience

Full Day or Half Day Workshops by CHARACTER COUNTS! Trainers

Creating a Professional Learning Environment for Teachers

The TEAM Method of Teaching Character

A Positive Learning Framework for Class Management

Getting the Most and Best from Parents

Applying Growth Mindset in Your School

Integrated Approach to Teaching Responsible Citizenship

Pursuing Victory with Honor

Create a Vision and Action Plan

Review the goals you had for this workshop. Do they reflect the desired action plan goals for this coming school year?

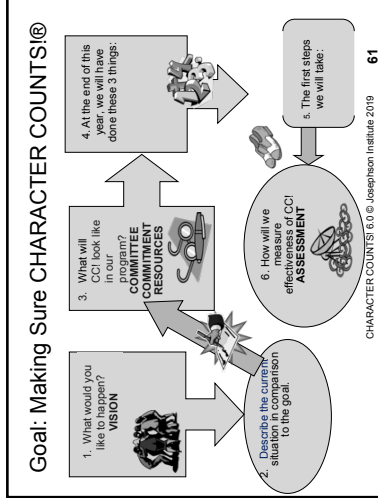
Include in your plan the components of an effective CCI Initiative from the CHANGE CHART:

- Vision
- Commitment
- PD – When? Who? How What?
- Assessment – See Addendum
- Resources – Purchased? Using existing resources?
- Prepare from the Training Workbook?
- Access resources on Graduate Portal

Review ASSESSING YOUR CCI INITIATIVE (Page A-24)

PLANNING GOALS WORKSHEET

Domain	Locks > Keys	Stakeholders Involved	Steps to Achieve	Goal	Success Indicators	Timeline
Academic						
Social-Emotional						
Character						
School Climate						



Ideas to Action

Engaging Parents - Character Building Begins at Home

CHARACTER COUNTS!® programs are designed to supplement and enhance, not substitute for, family efforts to instill positive ethical values and good character.

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How Parents Can Promote Trustworthiness

- Provide for their basic needs on a consistent basis (love, proper nutrition, healthy activities, reading for enjoyment, etc.).
- Develop a calm, emotionally responsive, and stable home environment, with a proper balance of freedom and structure.
- Develop family rules and consequences in a preventative manner and use consistent discipline to educate.
- If applicable, model a marital or partner relationship that demonstrates honesty, integrity, promise-keeping, and loyalty.

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How Parents Can Promote Respect

- Treat your youngster with respect, and insist on respectful treatment from your child.
- Insist that your child treats everyone with respect and models respectful behavior at all times.
- Model good manners.
- Embrace diversity by respecting reasonable social customs of others.
- Respect privacy unless suspicious behaviors necessitate otherwise.

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How Parents Can Promote Responsibility

- Give their youngsters tasks at home to accomplish.
- Focus on effort and a positive attitude rather than over-emphasizing outcome.
- Applaud courageous social behaviors when your child avoids temptations.
- Insist that they take ownership for their own mistakes.
- Develop high expectations and link consequences to poor choices.
- Emphasize the importance of education, role-modeling, and self-control.

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How Parents Can Promote Fairness

- Create a family environment that provides opportunities for each family member to express opinions and participate in decisions.
- Embrace the uniqueness of each family member, avoiding comparisons with siblings and friends.
- Clearly state and consistently apply rules and procedures.
- Teach open-mindedness as well as consistency.
- Talk frequently about fairness and fair play.
- Treat others, both inside and outside the family, equitably.

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How Parents Can Promote Caring

- Demonstrate love and affection. Give time, attention, and praise.
- Encourage the awareness of and expression of feelings.
- Teach children to think of the impact their conduct will have on others.
- Encourage and model caring, empathy, charity, and service to others.

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How Parents Can Promote Citizenship

- Develop a family mission and values statement that includes commitment to the Six Pillars of Character.
- Encourage cooperation, teamwork, and service to others.
- Model citizenship. Respect authority, obey the rules, and look for opportunities to make a contribution.
- Control the behavior of your children to assure they do not disturb others in public places.
- Keep in mind that a healthy community starts with your family.

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Ideas to Action

Sports

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CHARACTER COUNTS!® Sports

Believing that sports presents a uniquely powerful tool for building and demonstrating character, the CHARACTER COUNTS!® Coalition founded CHARACTER COUNTS!® Sports in 1999.

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Sources of Enjoyment in Sports

- Loving the Game – Physical activity, challenge, and camaraderie
- Pride and Self-Confidence – Sense of accomplishment in learning, getting better, developing skills, and achieving personal bests
- Competition – Intrinsic pleasure in competition, comparing skills to others
- Winning – Pride, sense of accomplishment, and self-importance

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Developing Positive Life Skills

A central goal of youth sports programs should be to help athletes develop *positive life skills* that will help them become personally successful and socially responsible.

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Resources

Pages

Data Management Report	A1-2
Student Leadership Guide	A3
School Improvement Project Guide	A4-A5
Parent Guide	A6-8
CHARACTER COUNTS! Experiential Activities	A9-17
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Assessing Your CHARACTER COUNTS! Initiative	A24
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CHARACTER COUNTS! 6.0 DATA MANAGEMENT REPORT

The CHARACTER COUNTS! 6.0 Data Management Report is a tool to track and record student discipline and behavioral data on a monthly basis. This tool is intended to help consolidate and maintain all relevant data in one source. It is also intended to help show patterns and progress in student behaviors to inform school and program improvement. The data can be used for the following: annual action planning; internal decision-making; assessment of change over time; increasing staff awareness and team validation.

Without data, all we have are opinions.

INSTRUCTIONS:

The CHARACTER COUNTS! 6.0 Data Management Report includes common student discipline and behavioral issues that secondary schools encounter. Please collect the number of occurrences of each issue and record the count in the appropriate box. Data should be collected and recorded monthly.

DATA MANAGEMENT REPORT

	Baseline previous year	September	October	November	December	January	February	March	April	May	Current Year average
Alcohol Confiscations											
Drug Confiscations											
Weapon Confiscations											
Unexcused tardies											
Unexcused absences											
Dropouts											
Detentions											
Student discipline referrals											
Student suspensions											
Student expulsions											
Theft											
Physical assaults											
Verbal harassment											
Cyber harassment											
Sexual harassment											
Hate crimes											
Teen pregnancies											
Vandalism											
Other											

CHARACTER COUNTS!® 6.0

STUDENT LEADERSHIP GUIDE

JOSEPHSON INSTITUTE

CHARACTER COUNTS!® 6.0 is a comprehensive, values-based system for school improvement and student development. We want to support and foster the growth of ethical and effective leaders in all students. The CHARACTER COUNTS!® 6.0 Student Leadership Guide is a quick reference guide on how to intentionally involve and develop student leaders. The suggested ideas are organized by the following categories: student government organizations, natural student leaders and reserved student leaders. Be sure to give every student the opportunity to practice and develop ethical and effective leadership skills.

Student Government Organizations: Ideas of what your student government organization can do to display student leadership and encourage student involvement.

- Play an active role in enforcing and changing school policies.
- Plan and manage service projects.
- Oversee special school events.
- Organize club fair and recruit members.
- Coordinate with administration, faculty and parental organizations.
- Lead a school improvement project.
- Kick off the new school year with welcome week events.
- Coordinate school-wide events (e.g., school dance, spirit week, homecoming, beautification efforts, etc.).

Natural Student Leaders: Ideas of what the outgoing and self-motivated students can do to exhibit leadership skills and be involved on campus.

- Serve as student representatives.
- Attend leadership conferences.
- Run for elected office positions.
- Bring cause-related campaigns to campus.
- Volunteer at school-wide events (e.g., school dance, spirit week, homecoming, beautification efforts).
- Initiate new clubs, societies or groups on campus.
- Join existing clubs and societies.
- Participate in school improvement project.
- Become a peer counselor or peer mediator.

Reserved Student Leaders: Ideas of how to encourage reluctant students to practice leadership skills and be involved on campus.

- Assign students to sit in front of the classroom.
- Praise students and give them positive affirmation often.
- Ask students to weigh in on class discussion.
- Listen proactively to students and provide insightful feedback. Show that their contributions are welcome and valuable.
- Appoint students to leadership roles in group projects.
- Assign responsibilities in the class and on campus (e.g., team spokesperson, class technology expert, class librarian, hall monitor, etc.).
- Arrange students to mentor younger or newer students.
- Assign a student or faculty mentor to students.
- Have students volunteer as tutors for one-on-one or small group programs.
- Develop a leadership seminar students can attend.

CHARACTER COUNTS!® 6.0

SCHOOL IMPROVEMENT PROJECT GUIDE

JOSEPHSON INSTITUTE

CHARACTER COUNTS! 6.0 is a comprehensive, values-based system for school improvement and student development. School improvement projects address a tangible aspect of school climate or culture. The projects involve all stakeholders in the school and local communities. The CHARACTER COUNTS! 6.0 School Improvement Guide is a quick reference guide for ideas of the various components of school improvement project planning and implementation. The suggested ideas are organized by the key components of a school improvement project: sample projects, identifying project and goals, project planning, student and staff participation, parent involvement, fundraising, and community and business recruitment.

Sample Projects: School improvement project ideas for your school to consider.

- Campus cleanup (e.g., trash pickup, gum scraping, graffiti removal)
- Campus beautification (e.g., gardening, painting a building, painting the parking lot)
- Peer mediation program
- Anti-bullying program (prevention and intervention)
- Community Connection – partnership with a local service organization
- Caring Classmates – students assisting disabled and injured students navigate the campus
- Recycling program
- Building a library – donating gently used and new books to fortify the school library collection
- Campus community garden
- School-wide art project (e.g., painting murals, building installations with recyclable bottles, decorating and personalizing floor tiles)

Identifying Project and Goals: Suggested methods to select a school improvement project and identify project goals.

- Survey parents.
- Form focus groups with students.
- Interview staff.
- Research common community issues.
- Conduct school-wide polling.
- Create a committee consisting of student and staff to act on behalf of the school community.

Project Planning: Project development and management tasks in implementing a school improvement project.

- Develop a work plan.
- Select project manager(s).
- Establish timeline, deliverables, point persons and due dates.
- Hold regular meetings.
- Have a contingency plan.
- Identify community liaison(s).
- Plan a celebratory event to mark the project's end; deliver personalized "thank you" cards.

Student and Staff Participation: The role students and staff can take in a school improvement project.

- Conduct door-to-door community outreach.
- Lead planning and committees.
- Write advertisement messages.

- Design fliers and posters.
- Incorporate project into homeroom class lessons and learning.
- Coordinate school improvement project events.
- Develop pre- and post-focus group, surveys and interview questions.
- Involve PTSA.

Parent Involvement: The role parents can take in a school improvement project.

- Volunteer as campus monitor or patrol.
- Join and participate in PTA or parental organization.
- Edit written materials for publication.
- Serve as support staff at school events.
- Liaise with business and community contacts for school and students.
- Practice and reinforce project lessons and their purpose at home.
- Gain support from booster clubs.
- Join school improvement project committees.

Fundraising: Ideas on raising funds to carry out a school improvement project.

- Talent show and dinner
- Silent auction
- Car wash
- Bake sale
- Concession stand sales
- School-wide game night
- Karaoke night
- T-shirt design contest and sales
- School fair
- Local band concert

Community and Business Recruitment: The role local businesses and community can take in a school improvement project.

- Run public service announcements in a local newspaper or on local radio.
- Display project advertisements in storefront space.
- Ask for supplies, donations or discounts.
- Request an event space or venue.
- Approach project-related businesses for guidance, support or materials (e.g., if your school improvement project is building a campus community garden, then contact a local nursery for a plant-care tutorial or seedling donations).
- Invite community or business leaders related to the project as guest speakers on campus.

"Anything the mind can conceive and believe, it can achieve."

– Napoleon Hill, American author

CHARACTER COUNTS!® 6.0

PARENT GUIDE

JOSEPHSON INSTITUTE

CHARACTER COUNTS! 6.0 is a comprehensive, values-based system for school improvement and student development. Parents, guardians and caregivers are an integral part of the CHARACTER COUNTS! 6.0 model. The CHARACTER COUNTS! 6.0 Parent Guide is a quick reference guide for ideas on how to continue to promote youth character development at home. The suggested ideas are organized by the Three Domains: Academic, Social/Emotional and Character. Remember, CHARACTER COUNTS! everywhere, all the time.

Academic Domain: This domain is concerned with learning-related beliefs, values and skills. How can you support your child's development in the Academic Domain?

- Join and participate in the parent-teacher association or parent-teacher organization at your child's school.
- Call or meet with your child's teacher(s) and introduce yourself. Be available and engaged to your child and his or her teacher(s).
- Become a school volunteer; serve as a chaperone on a class trip.
- Read the books your child is studying in school. Discuss the books with your child.
- Reserve a quiet space in your home for your child to complete his or her school work.
- Review your child's homework assignments, offering feedback and support.
- Ask your child to share something interesting or challenging he or she learned in school that day. Have a family discussion on the topic.
- Check your local listing for cultural fairs and family days at museums to attend with your child.
- Watch and discuss current events with your child.
- Set aside time each day to turn off electronic devices (e.g., cellphones, PDAs, television, computers) and for your child to focus on learning.
- Create a ready-for-school checklist to review each morning with your child. The checklist items could include a homework assignment, lunch money, permission slips, school agenda, etc.

Social/Emotional Domain: This domain is concerned with social and emotional traits and skills that build positive life skills. How can you help your child's development in the Social/Emotional Domain?

- Give positive affirmations often.
- Ask, listen and share. *How are you? How was your day?*
- Encourage keeping a journal.
- Meet and get to know your child's friends.
- Make sure your child is eating well, resting enough, and managing his or her stressors.
- Host family game night and create fun family memories.
- Explore your child's hobbies with them.
- Value and acknowledge each child's strengths.
- Express appreciation even when it's difficult, in order to set an example for your child (e.g., congratulate the winning team you compete against, thank service providers even if they are unfriendly, etc.).
- Set aside time for family mealtime.
- Create family traditions.
- Encourage conversation and share experiences from your childhood that your child can relate to.

Character Domain: This domain is concerned with moral values and traits based on universal ethical principles.
How can you help your child's development in the Character Domain?

- Assign chores to all members of the house and hold them accountable.
- Practice and encourage others to say *thank you*, *pardon me* and *I am sorry*.
- Get into a habit of eating a snack or dessert after the meal.
- Speak one at a time without interrupting others.
- Choose a service activity and do it together.
- Hold family meetings to announce and discuss big decisions or news that impacts everyone.
- Watch a movie with your child.¹
- Model good behavior (e.g., drive the speed limit, do not yell, ask for forgiveness).
- Keep promises you make.
- Get to know your neighbors and be involved in your community.
- Help your child donate toys and clothes he or she has outgrown to family, friends or a local charity.

¹Movies can provide a rich content to have character discussions with your child. Browse the movie selection at Teachwithmovies.org for ideas.

"Don't worry that children never listen to you; worry that they are always watching you."

– Robert Fulghum, American author

- Encourage students to participate in school improvement projects.
- Help establish niche clubs to engage students (e.g., skateboarding team, calligraphy club, yoga club, etc.).

"We are all inventors, each sailing out on a voyage of discovery, guided each by a private chart, of which there is no duplicate. The world is all gates, all opportunities."

– Ralph Waldo Emerson, American author

CHARACTER COUNTS! 6.0 EXPERIENTIAL ACTIVITIES

CHARACTER

1. Building a Better Me

Instructions:

- Choose one person to come forward.
- Ask the student to hold out his or her arm straight to the side and resist as the teacher tries to push down on it. The challenge is for the student to not let the leader push the arm down.
- Now tell the student to look at the rest of the group and say 10 times in a row, "I am a bad person." Have the others give a response as to what they think of the individual. I.e. Uncaring words.
- When this is over, ask the student to again hold his or her arm out to the side and to resist as the leader pushes down on it. You will find that the arm easily pushes down to his or her side.
- Ask the group what happened?
- Now have the person say, "I am a good person" 10 times. The rest of the group says positive things.
- At the end of the 10 times ask the person to once again extend his or her arm and resist while the leader pushes down on it.

Process and Reflection – Have students complete these questions:

1. I am thankful for my alarm that goes off early each morning because ...
2. I am thank for the pile of homework I have each night because ...
3. I am thankful for the responsibilities I have at home because ...
4. I am thankful for the opportunities I have each day to ...
5. I am thankful that I can ...
6. I am thankful that I know when facing a difficult decision I am able to ...

Discussion

- What did you do in this activity to overcome everyday obstacles or failure?
- How does this approach help overcome what can be perceived as obstacles or failures?
- Does this mean you are supposed to close your eyes to problems and obstacles in your life? Explain.
- How does one go about making good decisions?

2. Character Questions

Instructions

- With a partner, use the question starters below to create complete questions.
- Exchange your questions with another team to answer.

Question starters:

- | | |
|-----------------------------|------------------------------|
| 1. How would you describe | 6. What would you do if |
| 2. What role does character | 7. How would you feel if |
| 3. Does character | 8. What is the importance of |
| 4. How honest | 9. Do your actions |
| 5. How do you decide | 10. Who deserves |

As a table group, choose one of the 10 questions to share with the class. Be prepared with a response. Others in the class can also respond differently to the question.

3. Pipe Cleaner Partner

Instructions:

- Students pair up to introduce themselves to each other. Tell students, they need to include in the introduction the pillar of character that best describes him/her.
- Each student forms a pipe cleaner into a shape that represents what the other person has told them about the pillar. Each student introduces partner and pipe cleaner to the class.

EXTENSION: Each member of the group gets one pipe cleaner. They form a shape that represents a pillar that they use to describe themselves. The shape can be literal or abstract. As they introduce themselves to the group, they share their symbol.

Process and Reflection:

- What were the pillars that best describe the students in our class?
- Why did you think the pillar best describes you?
- In what way do you put that pillar into action?
- What choices do you face as a student?
- What would our school be like if no one lived by the pillar?
- What would our school be like if everyone tried hard to live by the pillar?
- What makes it difficult to always uphold a pillar of character?

TRUSTWORTHINESS

1. Balloon Game

Materials: One medium to large sized balloon for each participant

Instructions:

- Give participants a balloon and instruct them to blow up and tie off the balloon.
- Ask all participants to take their balloon and stand in a circle. Tell them their balloon represents a lie.
- Tell them that when you say “go” they are going to toss their balloons in the air toward the center of the room and try to keep theirs in the air. If their balloon touches the ground, their lie has been discovered and they are “out”.

Process and Reflection

- What was it like trying to keep your “lie” going?
- What strategies did you use to keep your lie going? Did any of you have someone get in the way of you keeping your “lie” aloft? Did it result in your “lie” hitting the floor or did you try to keep away from them? Did anyone purposefully try to get your “lie” to hit the floor?
- Describe how this activity relates to your life at home, school, work, with your friends.
- Ask them how when an untruth is discovered it will influence the perception of others about your worthiness of trust.
- Ask them if they believe there are different “levels” of lies—are some worse than others? Why or why not? Ask them if they did something dishonest that was unlikely to be discovered for years how that would feel? What if it was never discovered? What if it was discovered but years later? How would that influence the perception of others?

2. Oh What a Tangled Web We Weave

Materials: Ball of yarn

Instructions:

- Arrange ahead of time to have a student help you with this demonstration. Secretly ask the child to give false answers to each question that you ask. This will begin after he/she has taken a seat in a chair front of the class.

- Ask your seated child a simple question such as, "Why didn't you get your homework done for today?" As she answers with a lie, such as the dog ate my homework, wrap a long string of yarn around her once.
- Then ask a follow-up question based on her reply, such as "How did the dog get your homework?" As she makes up another answer, wrap the yarn around her again.
- Continue to ask follow-up questions until she is entangled in a web of yarn. After the class has observed the situation, explain that you asked this person to make up answers to all your questions.

Process and Reflection

- Ask them if they can see what telling lies can do to someone. Emphasize how one lie usually leads to another and how quickly we can become trapped and embarrassed by lie
- Ask them what will be experienced by the person who always tells the truth (*not having to what your last lie was or how to cover it up, peace of mind, and feeling good about oneself.*)
- Ask the students to tell about a time when they were caught in a lie and had to tell another lie in order to cover it up.
- Ask why it is important for us to always tell the truth (*trust, respect, because it's the right thing to do.*)

3. The Tower of Flour

Materials: Flour, dime, hard plastic cup, newspaper, butter knife, paper plate

Instructions:

- Begin by spreading newspaper on a table. Place the dime in the center of the bottom of the plastic cup. Scoop flour into the glass. Pile it to the brim and press down firmly to make it compact.
- Place the paper plate on top of the glass and turn them over together on the newspaper. Tap the glass gently, and carefully lift it off.
- The flour will remain standing in the shape of the glass with the dime on top.

Process and Reflection

- Explain that the dime represents the trait *honesty*.
- Next, take the knife and carefully slice off the edge of the "flour tower" being careful not to cut too deeply. This represents what happened when we tell lies. Our reputation is weakened. Others will not trust or respect us, and eventually the tower of trust falls.
- Notice how each time more flour is removed the dime's position becomes more precarious.
- Continue until the dime drops in.

4. The Cover Up

Materials: Bucket or large cooking pot (about 8 inches across), one quarter, and enough pennies for each student to have one.

Instructions:

- Fill the bucket with 6 – 8 inches of water and put the quarter at the bottom in the center. Begin by saying that telling a lie may seem like a simple way out of a problem. However, usually when we tell a lie we end up telling even more lies in order to cover up the first lie. (*Give an example, either made up or from your own personal experience.*)
- Explain to the students that their challenge is to cover up the quarter by using a penny. Have students come up one at a time and try to drop their penny (*from at least 2 inches above the water*) into the bucket and try to cover up the quarter.

Process and Reflection

- How well did the penny cover the quarter? How many actually landed on the quarter?
- How does this activity compare to trying to cover up a lie that we told?
- Does someone have to tell more lies to cover up the first lie?
- What happens when you are caught lying?
- How easy is it for others to trust you again?
- Why is telling the truth easier than lying even if the truth may get you in trouble?

5. Two Truths and a Lie

Instructions:

- Ask each person to think of two true statements about themselves and one that is false. When ready, they turn to a partner and say the three statements in any order. The partner's job is to guess the false statement. Then they switch places and the partner does the same.

Process and Reflection:

- Was it easy to guess the lie? Why or why not?
- Was it easy to say a lie?
- Were the things we lied about important?
- What do we call those kinds of lies? (white lies or fibs)
- When is lying wrong?
- What if I told you one thing today and something different tomorrow? Even if it is an unimportant thing, would it break our trust and make you wonder if anything else I had said was true?

RESPECT

1. \$1 or 100 Pennies

Materials: A one-dollar bill and 100 pennies in a clear zip-lock bag

Instructions

- Show the dollar bill and coins. Divide chart paper in half, using the heading of "Same" on one side and "Different" on the other. Ask the class to brainstorm ways in which the dollar bill and 100 pennies are different and ways they are the same.
- Even though they are different in many ways, what is true of the dollar bill and the pennies? They are equal in value. Make the comparison to people. Even though we are different in many ways, we are all of equal value or worth. Also, the 100 pennies being held can still have a positive level of self-respect because of the value one has.

Process and Reflection

- Are there more differences or similarities in the people we meet?
- What does this activity say as to how we should treat others we associate with or come in contact with on a daily basis?
- Why is it hard to treat everyone as if they have the same worth?
- Why is it important that we do?

2. Playing Card Hierarchy

Materials:

- Deck of playing cards
- 4 sheets of paper (8½" x 11")
- Make 4 "signs" from the sheets of paper to represent the four hierarchy groups. Label each sign as follows and place them around the room:

A, K, Q, J
7, 6, 5

10, 9, 8
4, 3, 2

Instructions:

- Pass out the cards face down (one to each participant) and tell them not to turn them over. Be sure not to allocate a low card to anyone who is perceived by others or themselves as being a low card in real life.
- Say: "Don't look at your card. . When I say 'Go,' place your card on your forehead so others can see it. The higher your card is, the more "popular" you are. Everyone must treat and react to others based on their cards. For example, if someone is a King, show that you want to hang out with him or her. That person must in turn respond to you based on your card.

Process and Reflection

- How many questions did it take before you knew which group you were in?
- What verbal responses did you get? What non-verbal responses did you get?
- Ask each of the four groups: "How does it feel to be in your group?"
- How does this activity relate to respect?
- How is this activity similar to what happens in a school or community?
- How do such judgments show disrespect and prevent people from getting to know others?

3. Accepting Differences

Instructions:

- Choose 5-8 categories with four options for students to consider.
- Ask students to complete this sentence: *I am a student who _____* .
- After they have done this, ask them to complete the same sentence 10 different ways
- Ask each person to place his or her list (written side down) on a table and pick up some else's.
- Debrief by calling out various categories and asking for examples from different lists.

Here are some suggested categories:

- | | |
|---|---|
| • activity level (e.g. <i>playing outside</i>) | • physical characteristic (e.g. <i>tall</i>) |
| • age | • <i>interested in</i> |
| • birth order | • <i>hobbies</i> |
| • ethnicity | • <i>favorite food</i> |
| • family type (<i>person from a large family</i>) | • <i>grade in school</i> |
| • gender | • <i>playing an instrument</i> |
| • reading interests | • <i>player on a team</i> |
| • personal characteristic | • <i>favorite school subject</i> |

Process and Reflection:

- Did you notice as you changed from one group to another as various categories were presented that there were different people in each group?
- How often do we categorize people either by race, national origin, background academics under they titles and them assumptions as to what they are like?
- What does this say about how we should treat others, particularly those we do not know well?

RESPONSIBILITY

1. Filling the Jar

Materials: A clean empty jar; a container with enough golf balls or ping pong balls to fill the jar to the top; a container with enough uncooked rice to fill the jar once the balls are inside.

Instructions:

- Begin by stating that the jar represents the amount of time you have available in a day. The balls represent responsibilities or duties and the rice represents the fun things they want to do.

- If one chooses to do the things he/she wants to do, all the rice is dumped in the jar. Then one realizes the day is mostly over and tries to add the balls or responsibilities. It isn't long before the day is full and responsibilities have not been done.
- Then dump everything back out and suggest an alternative scenario. Choose to take care of responsibilities first, and then do the things one wants to do. As the balls are put in first and then the rice is added, everything fits.

To make things concrete for younger students, have them suggest what responsibilities some of the balls represent. (e.g. doing homework, walking the dog, practicing the piano) and what some of the rice could represent (e.g. playing a video game, talking on the phone, going to the movies).'

2. What's On Your Plate?

Materials: Paper plate and markers

Instructions:

- Start the class by giving everyone a plate and some permanent markers.
- Have them write on their plate in pictures, words, or phrases the things and responsibilities in their lives that fill up their time as a student. Students can even make it into a pie graph.
- Students then pair up with another class mate and tell what's on their plate.
- ALTERNATIVE SHARING: If the group is too big for everyone to explain their plate individually, you can have them raise their plates to various categories. Like "Who has the pillar of responsibility on their plate?", "Who has _____", etc. .

Process and Reflection:

- Which pillars are represented in how a student fills his/her day?
- What do choices one makes have to do with the pillars of character?
- How did you decide what goes on your plate?
- What is most important value to you? Why?

FAIRNESS

1. Making Fair Decisions

Materials: Handout of scenario

Overview: Say: "Pretend you are a classroom teacher with one candy to give to a group of students. Who is the student who fairly deserves the candy?"

Distribute the handout and read through the descriptions of each student together.

Participants are likely to ask you to provide more background info. Instruct them to make their decisions based on the information available.

Suggested discussion questions:

- Was your decision easy or difficult?
- Did everyone in your group agree from the start?
- Did you find yourself defending certain students? Why do you think you did that?
- How was your group able to finally arrive at a consensus?

Scenario:

- Younger students may find it easier to relate to a scenario in which a teacher is deciding which child to give a special treat to. The scenario would look like this:
- Juan is the smallest, but he is the one who works the hardest and does the best work in class.
- Kishara is older than Juan, and is competent. She has very few friends and is the one who needs the most praise to help with her poor self esteem.
- Benny is the oldest and is graduating this year.
- Keara is a natural leader and has a the best attitude. She is always willing to help.
- Ricky is a good student and the principal's son.

2. Where's My Candy?

Materials: Bags of mixed candy (include at least one piece of chocolate in the mix)

Instructions:

- Divide the students into groups of 6–10. Tell the groups to form circles.
- Tell them they'll have five minutes to divide the candy fairly (do not say "evenly"). Without answering any questions, allow the groups to work out their own solutions.

Process and Reflection:

- Ask them to raise their hand if they thought their group achieved a fair solution.
- Ask some groups to share their strategy for dividing the candy.
- Ask if anybody went along with the decision to avoid causing a fuss. If so, how did that feel?
- Relate their sharing to the theories of fairness. Did any group make a decision based on Merit? Need? Might? Equality? Seniority? Effort?
- Ask what strategies they use to ensure that tasks, benefits, time, etc., expected from members of groups they lead are handled fairly.

CARING

1. Caring Heart

Materials: Sheet of red construction paper cut into the shape of a heart.

Instructions:

- Hold up a large red construction paper heart.
- Ask students to share words they have heard said which are hurtful and unkind. As each word is shared, fold down a piece of the heart until it is folded into a small shape. This is how we feel when we have been hurt.
- Then ask students to share words that might be said that are kind and encouraging. As each is shared, unfold a piece of the heart until it is back in shape. Reiterate that we can say encouraging things that make others feel better.
- Ask them what they still see on the heart – the wrinkles or scars are left. Even if we say we are sorry, we can still leave lasting scars with hurtful words.
- Then ask students to think of a teacher in their own education that was kind and nurturing. Think of how it felt to be in that person's room. Then think of a teacher they were pretty sure didn't care about them. How did it feel to be in that teacher's room?

Share the quote, "They may not remember what you said, but they will always remember how you made them feel." – Carl Buehler

Process and Reflection

- How do you feel when someone says hurtful or unkind things to you?
- What are the most uncaring words that you have ever heard?
- What are the most caring words you have heard someone say?
- Do you remember what others say? Why or why not?

2. Pepper Experiment

Materials: Bowls half full of water, small bags of pepper, sugar, and pieces of soap.

Instructions:

- Put a small bowl half full of water on the table, a bag of pepper, a bag of sugar, and a piece of soap.
- Have a student sprinkle the pepper liberally on the water. The pepper represents all the people with whom you interact – family, friends, teachers, coworkers, etc. How we get along with these people depends on what we do and say when we are with them. Talk about the power of words and actions and how they can be respectful or hurtful, rude, or unkind.

- The soap represents the hurtful, rude words. Have a student hold the soap in the middle of the pepper. The soap will repel the pepper and make it move to the sides of the bowl. Relate this illustration to what happens in life with people to whom we are hurtful or unkind.
- Next, pour the sugar in the center of the water. The pepper will move towards the sugar. Again, relate this to real life and how others react when we are kind.

Process and Reflection

- What is said that can be rude, demeaning, hurtful or uncaring?
- “Sticks and stones may break my bones, but words will never hurt me.” Is this true?
- Why do some flakes of pepper remain on the outer edge of the bowl? What does that represent?
- What happens in life with students to whom we are hurtful or unkind?
- What conclusions can you draw from this activity?

3. Rotten to the Core

Materials: Apples, Knife, Cutting board

Instructions:

- Before the class begins, the teacher will slightly bruise an apple by rolling/banging it on the floor.
- Teacher asks students how many of them have heard the saying, “Sticks and stones may break my bones but words will never hurt me.” How many of you believe this statement is true? The teacher then states, “Words do hurt us.”
- We may be able to tell how a person is feeling by their facial features and body language. Other times, we may not be able to tell how negative words hurt someone.
- The students are then instructed to share a time that someone did or said something mean to them. After the student has made the comment, the apple will be dropped. After the apple has been dropped, the student will pick up the apple and pass it to their right.
- The teacher then picks up the other apple. This apple will be used for positive statements.
- The teacher then asks students how they feel when a positive statement is made to them. It makes us feel happy when we are given a positive statement. The students are directed to say something positive that someone did for them or said to them.

Process and Reflection:

The teacher then cuts the apple that had negative words to it in half vertically. The other apple, which was given positive words, is cut in half horizontally so the apple looks like it has a star in the middle.

- What did the apple that was dropped when negative words were said, look like on the outside?
- How about the inside?
- What did the inside of the apple look like that was used when we said nice things about each other?
- What does that tell us about words others may say to someone else?

CITIZENSHIP

1. Ridiculous Rules

Materials: One sheet of colored paper per student (use multiple colors)

Instructions:

- Distribute colored paper to students and instruct them to write down a rule or law they consider ridiculous (for example, “This pillow tag is not to be removed under penalty of law.”) Laws or rules from school, home or community may be used.
- After each person has written what they consider a ridiculous rule, instruct students to make a paper airplane out of the paper they wrote on, and then form a circle.
- With the group in a circle, have each person sail their airplane, then pick up a landed airplane and sail this one.
- Repeat one more time; then have the students choose a plane of a color different than their original, and take it to their seats.

- Ask students to open up the plane they have and read the rule on that plane. There will be more than a few who think the rule on the paper they now have is not “dumb.”
- Develop the thought that we do not have the option of only following the rules we think make sense. If, by chance, everyone agrees that all the laws written down are “dumb,” challenge students to imagine why such laws or rules were created.

Process and Reflection:

- The person or people who made the rule did not intend to create a rule that makes no sense.
- You can also contrast the necessity to obey just laws with the practice of civil disobedience, in which someone disagrees with the fundamental morality of a law and disobeys it as a form of protest, in order to bring attention to the law and hopefully change it.

2. Partners

Learning Objective: To help people see the benefit of working together

Materials: Per team

- 1 piece of paper; 1 newspaper sheet and rubber band; 12 inch piece of yarn; 1 balloon

Instructions:

Have everyone in the group get a partner. Each of the tasks that are assigned, must be accomplished while holding one of their partner's hands.

Task one: Make a paper airplane with the sheet of paper

Task two: Tie a bow with the piece of yarn

Task three: Roll up a newspaper and put a rubber band around it.

Task four: Inflate a balloon and tie the end.

Task five: Both of you do a somersault at the same time, remembering that you can't let go of your partner's hand.

Process and Reflection:

- How easy was it to do the tasks that you were given?
- What problems did you experience when completing the task?
- Would the tasks have been easier to complete if you were doing it without your partner's help? Why or why not?
- What can this activity teach us about working together?
- How hard is it to do some things as a group rather than by yourself?
- What are some ways when working with a group that you can keep from having problems?

3. Incorporations

Instructions: The teacher calls out a description of a kind of group and the students must respond by forming groups to match the teacher's descriptions. Once the teacher stops the action, a character question is given for the group to quickly discuss. Then, another group is called out.

Here are group configurations to consider:

- Groups of three
- Groups of three plus one
- Groups of five in which each person in the group must have one item of clothing which is the same color as that of someone else in the group.
- Groups in which all members share the last digit of a phone number
- Groups of eight in which members have to arrange themselves so as to form the letter H with their bodies.
- Groups in which everyone shares a birth month.

CHARACTER COUNTS!® Questionnaire

FACULTY AND STAFF

1. Which grade level do you teach?

☐ 1-5 ☐ 6-8 ☐ 9-12 ☐ college

Staff: Please indicate your role/position (e.g., counselor, bus driver, etc.).

2. How often do you teach a lesson that emphasizes one or more of the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, citizenship)?

☐ at least once a day ☐ at least once a week ☐ at least once a month
☐ less than once a month

3. Do you believe CC! has improved your classroom environment?

☐ Yes, student attitudes and behavior have improved dramatically.
☐ Yes, student attitudes and behavior have improved slightly.
☐ No, students are mostly cynical and resent the Six-Pillar lessons.
☐ There have been no noticeable changes.

4. Do you believe CC! is having as great an impact school-wide as in previous years? If not, why not?

5. Do you believe CC! is having an impact on the staff? If not, why not?

6. Do you believe CC! is impacting our parents and community in a positive way? Explain.

7. Has CC! had an impact on you personally? If so, how? If not, why not?

Based on a survey developed by Clegg Park Elementary School, Iowa.

CHARACTER COUNTS! is a service mark of the CHARACTER COUNTS! Coalition, a project of Josephson Institute.

CHARACTER COUNTS!® Questionnaire

STUDENTS

1. Students in this school trust each other.

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

2. Students in this school respect each other.

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

3. Students in this school act responsibly.

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

4. Students in this school treat each other fairly.

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

5. Students in this school care about others.

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

6. Students in this school know how to be good citizens.

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

7. Do you think your behavior has changed after learning about the Six Pillars of Character?

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

8. Do you think that learning about character traits (the Six Pillars) has been important to you?

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

9. Do you think other students' behavior has changed because of CC!?

☐ A LOT ☐ A LITTLE ☐ NOT AT ALL

Why do you think so?

Based on a survey developed by Clegg Park Elementary School, Iowa.

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CHARACTER COUNTS!® Questionnaire

PARENTS

1. Has your child talked about the CC! program?

☐ A LOT

☐ A LITTLE

☐ NOT AT ALL

Comments:

2. Has your child mentioned any of the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, citizenship) in conversation at home?

☐ A LOT

☐ A LITTLE

☐ NOT AT ALL

Comments:

3. Have you seen references to CC! in school literature and correspondence (for example, in newsletters, announcements, and activity calendars)?

☐ YES

☐ NO

Comments:

4. Does your child appear to understand the real meaning of the Six Pillar values?

☐ THOROUGHLY

☐ FOR THE MOST PART

☐ SOMEWHAT

☐ NOT AT ALL

Comments:

5. Have you seen any changes in your child's behavior that might be the result of involvement with CC?

☐ A LOT

☐ A LITTLE

☐ NOT AT ALL

Comments:

6. Does the CC! framework seem like a worthwhile effort to you?

☐ VERY

☐ SOMEWHAT

☐ NOT AT ALL

Comments:

Based on a survey developed by Clegg Park Elementary School, Iowa.

CHARACTER COUNTS! is a service mark of the CHARACTER COUNTS! Coalition, a project of Josephson Institute.

STUDENT SURVEY

This survey is designed to assess your perception of the school climate at our school (your impression of how we interact with and treat each other). Describe how frequently you observe the following behaviors at our school.

	Almost Never	Some- times	50/50	More often than not	Almost Always	NA
1. Students treat classmates with respect.						
2. Teachers treat students with respect.						
3. Students help each other, even if they are not friends.						
4. Students show respect for school property						
5. When students see another student being picked on, they try to stop it.						
6. In their interactions with students, teachers act in ways that demonstrate respect and consideration the school is trying to teach.						
7. In their interactions with students, all school staff act in ways that demonstrate respect						
8. Teachers and staff support all students throughout the school academically, behaviorally and socially.						
9. Students generally follow expected behavior and act in a respectful and safe manner.						
10. Students participate in community service and volunteer efforts outside of school						
11. Our school is a "safe" place for me academically, socially, and behaviorally.						
12. The school responds appropriately & efficiently to problem behaviors & safety issues.						
13. Our school has problems associated with bullying.						
14. The school is active in efforts to promote a positive school climate.						
15. I feel I can succeed to my fullest potential at our school.						
16. I feel included and connected to our school.						
17. I feel my voice and thoughts are heard & valued						
18. The students at our school do the right thing no matter what others might think.						
19. When someone is having a problem, others will offer to help.						
20. Students at our school cheat on a test.						
21. I am willing to redo a school assignment to make it better.						
22. I consider different points of view when making a decision about a moral dilemma.						
23. I talk to a teacher to find out if I'm doing well in my school work.						A-21

Think about students in our school. Do you agree or disagree with these statements about them?

	Almost Never	Some- times	50/50	More often than not	Almost Always	NA
1. Students work together to develop new skills						
2. Students would help someone who is new here feel accepted.						
3. Students here do not talk to or include those who are different (for example, kids who belong to a different race, religion, or culture).						
4. Students make fun of ideas that are different.						
5. Students are willing to share with others, even if they are not friends.						
6. Students who are not part of the popular groups get picked on or excluded.						
7. If students are in trouble, they can rely on others to help them						
8. Students here only care about themselves.						
9. Students would support you if you tried to do something good.						
10. Students take extra time to help those who are struggling.						
11. Students here encourage one another, even when things are not going very well						
12. Students resolve conflicts without fighting, insults, or threats.						
13. Students try to get their friends to follow the rules.						
14. Students do not care if their friends cheat.						
15. When students see someone being picked on, they try to stop it.						
16. Students take an active role in helping solve school/community problems.						
17. Students would try to stop their friends from spreading rumors or gossip about others.						
18. When trying to solve a problem, students are willing to consider everybody's opinion.						
19. Students believe that working together they can bring about change in their school or community.						
20. Students give positive encouragement to each other, even those who are not very talented.						

Think about teachers and other staff members in our school. How often does this happen?
In our school, teachers or staff members:

	Completely disagree	Disagree	Not Sure	Agree	Completely Agree
1. Discuss with students examples of high quality work.					
2. Make sure that students take responsibility for having required school supplies/materials					
3. Teach students how to manage their time.					
4. Encourage students to set high goals.					
5. Have students revise their work until it meets the teacher's standard for quality					
6. Continue teaching even if students aren't paying attention					
7. Help students in evaluating progress towards their goals.					
8. Encourage students to keep trying in the face of discouragement.					
9. Have students present their schoolwork to peers.					
10. Listen carefully to an explanation of why a student disagrees with them.					
11. Talk to students about moral values (such as honesty, respect, or responsibility).					
12. Ask for student input before setting up rules					
13. Pay attention to how students treat each other.					
14. Talk to students about moral issues in recent news stories or events.					
15. Teach students how to solve conflicts fairly and peacefully.					
16. Hold students accountable for their actions.					
17. Encourage students to do what is right.					
18. Listen to students who have problems.					
19. Teach students how to make decisions about moral issues or dilemmas.					
20. Want to know what students think.					

ASSESSING YOUR CC! INITIATIVE LEADERSHIP

- Has clearly established vision and mission;
- Administrator participation on an active CC! Committee;
- Administrator assumes responsibility for facilitating development of staff members' beliefs and values, setting goals, and integrating CC! into instructional program;
- Administrator holds school staff members accountable;
- Expected behaviors on the part of staff are integrated into the hiring of personnel and the evaluation process.

SCHOOL IMPROVEMENT & ACTION PLANNING

- Consensus and commitment on the part of staff to the implementation of CC!
- Purposeful integration of CC! implementation by developing action plan goals;
- CC! implementation is fully integrated into the school improvement initiative;
- Awareness of key beliefs in academic, social/emotional and character domains form foundation for instruction;
- Ongoing CC! staff development is part of school improvement planning;
- Appropriate CC! training is provided for new staff on an annual basis.

COMMUNICATION & RECOGNITION

- The common language of the pillars is used in communicating with students, staff and parents;
- School has visual displays in prominent/highly visible locations;
- Parents receive CC! information through newsletters or workshops;
- CC! information is displayed on school web site and updated regularly;
- Visual displays are embedded in student work, documents and curriculum;
- Opportunities exist for recognition of character in students and staff members.

INTENTIONAL INTEGRATION

- CC! is embedded in documents, including student handbook, parent handbook, staff handbook, curriculum, brochures, behavior referral forms, and report cards;

- CC! is embedded systemically in school documents and policy (e.g., mission statement, board policy);
- CC! is explicitly infused in the curriculum/lesson plans through direct teaching, classroom activities, vicarious learning experiences;
- Service learning projects exist with a range of service options to appeal to varying interests of students throughout the year.

STUDENT INVOLVEMENT

- Students are a part of the CC! decision-making process, and CC! is systemically integrated in several key activities (e.g., student council, peer helpers, extracurricular activities, student/community organizations);
- Students review data, determine recognition planning, expected behaviors, and home/community implementation planning needs, and decide on solutions;
- All students are involved in the integration of CC! into the life of the school.

USE OF DATA

- Various forms of data (e.g., behavior referrals, attendance, suspension/ expulsion, drop out, surveys of students, staff and parents, student achievement data) are reviewed on a regular basis and used to inform decision-making around systemic school improvement of which CC! implementation is an integrated part.
- Staff, students and parents complete surveys related to the growth of character.

RESOURCE SUPPORT

- Appropriate resources are provided to support CC! implementation and sustainability;
- Administration and the board supports CC! yearly through a line item in the budget.

SCHOOL, FAMILY & COMMUNITY PARTNERSHIPS

- Parent(s) serve on the CC! Team and regularly participate in decision- making and shared leadership;
- School initiates annual collection of parent and community feedback to be used in planning.

Appointment Request



APPOINTMENT 1

APPOINTMENT 2

APPOINTMENT 3

APPOINTMENT 4

THE MATRIX – CHARACTER COUNTS!

This is an abridged version of the Model Standards of the Josephson Institute of Ethics. These standards in the Academic, Social and Emotional and Character Domain reflect the Six Pillars of Character and the Six Success Skills along with additional traits and values that can be incorporated into an effective character development initiative. Each standard identifies key beliefs and instructional strategies to intentionally and explicitly teach the standard. CHARACTER COUNTS! resources of the Student Planner and Way To Go Activity Books also can be effective tools to teach the standards in the three domains. This abridged version includes the following model standards.

ACADEMIC DOMAIN	SOCIAL AND EMOTIONAL DOMAIN	CHARACTER DOMAIN
A1. MOTIVATED AND COMMITTED LEARNERS ➤ A1.2. Personal Growth and Lifelong Learning A2. CONFIDENT AND DILIGENT LEARNERS. ➤ A2.1. Growth Mindset ➤ A2.2. Learning From Mistakes A3. RESPONSIBLE, ENGAGED, AUTONOMOUS & CONNECTED LEARNERS ➤ A3.2. Full Engagement in the Learning Process ➤ A3.3. Self-Directed ➤ A3.6. Connected to School Community A4. KNOWLEDGEABLE, LOGICAL AND CRITICAL THINKERS ➤ A4.4. Ability to Analyze & Evaluate (Critical Thinking) A5. EFFECTIVE PROBLEM SOLVERS AND DECISION-MAKERS ➤ A5.2. Ethical Decisions ➤ A5.4. Best Possible Result	SE1. SELF-AWARENESS ➤ SE1.4. Self-Acceptance ➤ SE1.2. Emotions and Their Impact ➤ SE1.3. Values, Beliefs, Attitudes and Mindsets ➤ SE1.6. Positive Concept of Happiness and Success SE2. SELF-MANAGEMENT ➤ SE2.2. Self-Discipline SE3. SOCIAL AWARENESS AND RELATIONSHIP SKILLS AND TRAITS ➤ SE3.2. Empathy ➤ SE3.5. Effective Communication ➤ SE3.6. Leadership ➤ SE3.7. Collaboration and Teamwork ➤ SE3.8. Conflict Management SE4. SUCCESS SKILLS AND ATTITUDES ➤ SE4.2. Diligence ➤ SE4.5. Positivity ➤ SE4.6. Gratitude ➤ SE4.7. Perseverance ➤ SE4.8. Resilience ➤ SE4.12. Goal Setting and Planning	C1. COMMITMENT TO CHARACTER AND ETHICS ➤ C1.1. Components of Good Character ➤ C1.2. Importance of Character ➤ C1.3. Responsibility for Character C2. TRUSTWORTHINESS ➤ C2.1. Integrity ➤ C2.3. Honest Actions ➤ C2.5. Promise-Keeping, Reliability, Dependability ➤ C2.6. Loyalty C3. RESPECT ➤ C3.2. The Golden Rule ➤ C3.3. The Basics Dos of Respect ➤ C3.4. Respectful and Kind School Climate C4. RESPONSIBILITY ➤ C4.1. Compliance: Doing What Is Required ➤ C4.3. Consequences for Their Words ➤ C4.4. Consequences for Their Actions ➤ C4.9. Healthy Choices C5. FAIRNESS ➤ C5.1. Basic Dos and Don'ts of Fairness ➤ C5.2. Making Fair Decisions C6. CARING ➤ C6.1. Basic Dos and Don'ts of Caring C7. CITIZENSHIP ➤ C7.2. Understand and Fulfill Civil Responsibilities ➤ C7.3. Respect Authority and Obey Laws ➤ C7.6. Safeguard the Environment

The complete Matrix for all of the Model Standards with Key Beliefs and Instructional Strategies can be found at:
<http://resources.charactercounts.org/free-resources/training/>

ACADEMIC DOMAIN

This domain is concerned with instilling academic knowledge and values and developing in each student the cognitive abilities, learning skills, and personal traits that will help them: 1) succeed in school (including college or other post-secondary education), 2) succeed in the workplace, 3) Live happy, worthy and fulfilling personal lives, and 4) become engaged, responsible and productive citizens.

MODEL STANDARD	KEY BELIEFS	INSTRUCTIONAL STRATEGIES
A1. MOTIVATED AND COMMITTED LEARNERS. <i>Students value education: 1) love learning; 2) believe learning will enrich and improve their lives; and 3) are motivated to do well in school.</i>	- I should do well in school and graduate. - It is important to keep learning new things so that I can continue to grow and develop.	- Use examples that are relevant to students' lives - Make connections between the skills they are developing now and opportunities for future success
A1.2. Personal Growth and Lifelong Learning Students believe in the importance and value of continuous self-improvement, personal growth, and life-long learning.	- I can read, research, and learn on my own. - I will increase my knowledge, understanding, and skills through reading and advanced education.	- Encourage students to develop proposals for their own extra credit projects on topics of interest - Have an optional learning/reading center that students can access when they have extra time.
A2. CONFIDENT AND DILIGENT LEARNERS. <i>Students demonstrate self-confidence in their ability to learn what's needed & to develop the personal attributes to succeed in school and the workplace.</i>	- It is up to me to focus and learn. - I should keep trying to learn, even when it is hard. - I can master new and difficult concepts	Teach strategies that will help students focus, such as taking deep breaths or jotting down or visualizing a goal.
A2.1. Growth Mindset. Students approach learning and other aspects of their lives believing that they can: 1) Increase basic intellectual abilities; 2) Develop life skills that enhance success in all areas of their lives.	- The mind is a muscle that gets stronger with use. - I can get better at anything if I put in the effort.	- Show students that they already are life-long learners, learning new things every day. - Focus praise on effort and improvement rather than grades or natural abilities.
A2.2. Learning from Mistakes. Students demonstrate a positive perspective about mistakes and unsuccessful efforts, believing that they are not failures, but a necessary and unavoidable part of learning.	- Successful people learn lessons from every failed attempt and use there unsuccessful efforts as stepping stones to new knowledge and skills. - The only sure road to failure is quitting	- Discuss the idea "trial and error" and of failing forward and learning from unsuccessful efforts. - Give students a difficult physical or mental task and let them struggle. Then teach them how to do it and let them practice.
A3. RESPONSIBLE, ENGAGED, AUTONOMOUS & CONNECTED LEARNERS <i>Students demonstrate personal responsibility by becoming self-directed learners fully engaged & connected to the school community.</i>	I will enjoy school more and be successful if I take charge of and participate in my own education.	- Provide opportunities for self-assessment. - Choose content that is relevant to students. - Create opportunities for students to interact with others who they may not otherwise associate.
A3.2. Full Engagement in the Learning Process. Students demonstrate engagement in their learning by: 1) Being organized & coming to class prepared, 2) Being punctual & paying attention, 3) Participating in class, 4) Asking for help. 5) Completing all assignments promptly,	- I am accountable to do what I need to do and learn what I need to learn to graduate; boredom and difficulty are challenges, not excuses. - I will be happier and more successful if I take charge of my life and rely on myself rather than others to do what needs to be done. - I can turn my ideas into realities.	- Teach and demonstrate how to overcome obstacles so students can take control of their lives and their education. - Explain and illustrate what self-motivation and self-reliance look like with stories, exercises and activities. - Provide students with tools, such as planning sheets or task lists
A3.3. Self-Directed. Students demonstrate responsibility for learning by becoming autonomous and resourceful learners who start and complete their work without the need for direct supervision or external pressure.	- I will be more successful if I take charge of my life and rely on myself rather than others to do what needs to be done. - I can turn my ideas into realities.	- Ensure that students understand the relationship between success in school and becoming what they want to be. - Implement project-based learning into the classroom.

MODEL STANDARD	KEY BELIEFS	INSTRUCTIONAL STRATEGIES
A3.6. Connected to School Community. Students strive to form bonds with school staff realizing no meaningful learning will occur without relationships that are meaningful.	- I believe that I belong and that my teachers, counselors, and others care about me. - I will participate in school activities or clubs.	- Strive to build personal relationships with students and model character as an adult. - Have students understand how ethical conduct might improve valued relationships. - Emphasize the significance of school traditions and rituals.
A4. KNOWLEDGEABLE, LOGICAL AND CRITICAL THINKERS. Students demonstrate abilities to become knowledgeable, logical and critical thinkers, especially in the areas of reading, writing, speaking, and listening.	It is important to understand and evaluate the information I am given.	- Read articles on a selected topic from different points of view. - Model and encourage asking questions as a way to get to higher-level thinking and understanding.
A4.4. Ability to Analyze and Evaluate (Critical Thinking). Students demonstrate increasingly sophisticated analytical and evaluative skills. 1) Organize, classify, and categorize information; 2) Identify organizational structure and essential elements of written and oral communications; 3) Challenge, question and test the validity of recommendations, claims and assertions.	- My experiences and what I assume can affect how I understand information and see the world. - It is important to be objective when analyzing information. I should consider all available information when making decisions.	- Compare various resources on the same topic: online encyclopedia vs. news article vs. blog. - Analyze claims in ads targeted at students and compare with researched information and statistics. - Explain and illustrate how to identify reliable facts and use them in decision-making.
A5. EFFECTIVE PROBLEM SOLVERS AND DECISION-MAKERS. Students understand that their competence and character will be judged in terms of the choices they make.	- Thinking logically will create the best path out of stressful situations. - My decisions should be based on reliable facts and solid information.	Use examples from literature or current events to demonstrate the benefits of effective and ethical decision-making.
A5.2. Ethical Decisions. Students understand that they are accountable for the consequences of their decisions. 1) Evaluate their choices in terms of core ethical principles and they eliminate any option that is illegal or unethical; 2) Understand that in dilemmas where ethical principles compete (e.g., honesty versus kindness, loyalty versus fairness), choose the option most likely to produce the greatest good for the greatest number (i.e., the best possible result).	- I can make the best decisions if I consider all the options carefully and thoughtfully. - I can make informed decisions when I gather and analyze the information. - Learning how to make a variety of choices will enhance the outcomes of my actions. - I realize that my behavior and the choices I make affect others.	- Explain and illustrate how different decisions can lead to alternative outcomes. - Review the actions of historical figures, celebrities, and political leaders and have students create best possible result maps for how things could have turned out. - Demonstrate how to gather and analyze information. - Ensure students understand that responsible decision-making affects all relationships. - Have students write their own moral dilemmas.
A5.4. Best Possible Result. In making decisions and solving problems seek to achieve the best possible result by choosing a course of conduct that is legal, ethical and effective (i.e., it accomplishes desired results efficiently and avoids unintended consequences that undermine the outcome or create new problems).	Decisions that have the potential of monumental consequences are determined on what will produce the best possible result.	- Provide student based scenarios in which the decision that are made will produce the best possible result. - Have students interview someone they think displays ethical actions.

SOCIAL/EMOTIONAL DOMAIN

This domain is concerned with non-cognitive skills and traits, including: self-awareness and self-management (e.g., the ability to identify and regulate emotions), interpersonal social skills (e.g., the ability to empathize and communicate clearly and to form and sustain positive personal relationships), and positive life skills and traits (e.g., executive functioning, goal-setting, planning, time management, perseverance, resilience, and conscientiousness).

MODEL STANDARD	KEY BELIEFS	INSTRUCTIONAL STRATEGIES
SE1. SELF-AWARENESS. Students demonstrate self-awareness by identifying and understanding their emotions, values, attitudes, motivations, mindsets, and personal attributes.	- It is important to recognize and understand my emotions. - Knowing how I feel can lead to better actions and decisions	- Acknowledge and respond to student emotions. - Analyze effects of emotions on characters in stories.
SE1.4. Self-Acceptance. Students are comfortable "being themselves" to resist peer or other external pressure to change into someone they are not and don't want to be.	- I can recognize my strengths and weaknesses. - Knowing my strengths helps me feel confident; knowing my weaknesses helps me improve on them.	- Give feedback on progress, highlighting areas of strength and needs for improvement. - Provide examples of notable figures who represent independent thinking and being themselves.
SE1.2. Emotions and Their Impact. Students identify and understand emotions they experience, what causes them and how emotions influence their actions. 1) Monitor their emotions including the tendency to impact the way they interpret and respond to situations, opportunities and challenges; 2) Recognize and guard against a tendency to exaggerate in their own minds the severity and duration of the consequences of mistakes, failures, rejections and other negative events;	- I can monitor my emotions and how they influence the way they perceive and respond to situations, moments, failures, rejections, and other negative events. - I know that I can seek help from trusted adults or mental health professionals if I experience severe and prolonged depression or the inclination to harm myself or others	- Have students think about what they did yesterday at school and identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) they experienced and express them in "feeling faces", photographs or a sentence. - View a video clip or read a story and name the emotions felt by characters. Describe a time you felt the same way the story character felt. - Identify the emotions triggered when you: listen to music, talk to a friend, take a test, being scolded.
SE1.3. Values, Beliefs, Attitudes and Mindsets. Students identify and understand their core values beliefs, opinions, attitudes and mindsets that influence their feelings and actions.	It's important to recognize the attitudes and beliefs I have about things.	- Provide self-assessment tools. - Identify mindsets in the context of class regularly (e.g., What are the different mindsets students are experiencing before a test?)
SE1.6. Positive Concept of Happiness and Success. Students believe they will be happy and feel successful when they: 1) Derive pleasure and pride from their achievements. 2) Find gratification in selfless service that makes a positive difference in the lives of others.	- Being successful is about doing the best I can and helping others. - I can make things better in my own life.	- Focus on achievements of exemplary leaders over accolades, wealth, or status. - Consider service-learning opportunities for students. - Participate in a class discussion with a recent graduate about his/her transition to college, work or the military, asking how character helped.
SE2. SELF-MANAGEMENT. Students understand they have the power and responsibility to regulate their emotions, attitudes, and actions.	Sometimes I need to control my emotions and stay focused on my priorities.	Provide tools to help students self-regulate emotions and actions.
SE2.2. Self-Discipline. Students demonstrate self-discipline by doing what they should do even when they might be able to get away with misbehavior or doing what they need to do without procrastination or excuses.	- I can make sure that my behavior is appropriate and reflects my values. - Just because I feel like doing something doesn't mean I should, or that I have to do it.	- Explain how to make positive decisions in difficult situations and exercise self-control. - Role-play scenarios in which students may be tempted to engage in unhealthy or destructive behaviors.

MODEL STANDARD	KEY BELIEFS	INSTRUCTIONAL STRATEGIES
SE3. SOCIAL AWARENESS AND RELATIONSHIP SKILLS AND TRAITS. <i>Students employ interpersonal and social skills and traits) to guide appropriate behavior and create positive relationships.</i>	I know how to act with other people.	Explain and model appropriate social interactions for different situations.
SE3.2. Empathy. Students experience and display the trait of empathy by consoling, comforting, calming, supporting and encouraging others.	- I can imagine what it's like to stand in someone else's shoes. - It is important to take someone else's emotions and experiences into consideration.	Use literature, current events, or video clips to demonstrate empathetic behaviors.
SE3.5. Effective Communication Send, receive, and correctly interpret information, ideas, thoughts, desires, and needs by both verbal and nonverbal communication; Be assertive without being offensive or arrogant.	- It is my responsibility to communicate clearly with others and express my views effectively and respectfully. - I know when and how to use different forms of communication, including technology.	- Illustrate the core components of effective communication and how it impacts others. - Use a variety of games and role-playing activities to internalize non-verbal communication in a formal or professional setting.
SE3.6. Leadership. Students know how to organize groups mediate conflicts, build consensus, and understand and articulate the thoughts of a group.	- It is important to use my ability to persuade and influence others in a positive way. - I am able to work well with others.	Use historical examples to show the power that influential people can wield, and responsibility that goes with being a leader and role model.
SE3.7. Collaboration and Teamwork. Students can be part of a team, constructively participating in cooperative learning, and communicating effectively.	Working productively with others will allow me to accomplish more than I could alone.	Assign specific roles and responsibilities during group work.
SE3.8. Conflict Management. Students demonstrate the ability to recognize conflict situations, an use strategies to resolve disputes peacefully.	I can handle conflicts calmly and peacefully resolve them.	Explain and illustrate techniques for conflict-resolution, including active listening and identifying the source of the problem.
SE4. SUCCESS SKILLS AND ATTITUDES. Students seek to enhance the values, skills, and traits that increase personal happiness and the successful achievement of their goals.	I have the skills and attitudes that will bring me happiness and success.	Model and illustrate the life skills that will help achieve happiness and success.
SE4.2. Diligence. Students derive pleasure and pride from a job well done by pursuing excellence in all they do. It is their duty to do their very best while valuing the importance of working hard, taking education seriously and following through on commitments.	- It's worth it to do my best work in all I do. - I might not be the best, but I will try to be the best me.	- Set expectations of excellence from all students. - Acknowledge best efforts, not just best results
SE4.5. Positivity. Students choose to be relentlessly optimistic, enthusiastic, hopeful and cheerful: 1) Positive people are more likely to achieve their goals, feel successful, have good relationships, than those with negative outlooks; 2) Happiness is a state of mind not a circumstance. 3) There are positive aspects in all experiences.	- Having a positive outlook can help accomplish positive results. - I understand how having a negative attitude can affect my happiness and I will choose to find a positive alternative. - I can't always control the situation, but I can control how I choose to look at it and respond.	Have students share negative dialogue they might have and turn it into a positive dialogue.
SE4.6. Gratitude. Students demonstrate gratitude by consistently appreciating and expressing thanks for the good things in their lives. While positive people see the glass as half full, grateful people are thankful for the half they have rather than resentful about the half they don't.	- I invariably and graciously express gratitude for gifts, favors, compliments, and services received. - I express appreciation for the meaningful experiences and kindness shown by others. - My capacity and feeling of gratitude is inversely related to how much I take for granted	- Have students keep a "Gratitude Journal." - Involve students in activities in which they can earn the appreciation of others. - Initiate a community appreciation bulletin board or newsletter, or set aside a time in the classroom when students can publicly express appreciation of others.

MODEL STANDARD	KEY BELIEFS	INSTRUCTIONAL STRATEGIES
SE4.7. Perseverance. Students demonstrate perseverance by continuing to perform responsibilities and pursue their goals with vigor and tenacity despite frustrations, mistakes, setbacks, and other obstacles that make their task difficult or seem impossible.	I am able to resist temptations and pressures to give up or quit, choosing instead to persist as long as they are able.	- Identify moral themes throughout history. - Research individuals from a historical perspective to document examples of perseverance. - Discuss mistakes made and how they could have turned them into learning opportunities.
SE4.8 Resilience. Students demonstrate resiliency by maintaining a positive outlook with the courage and will to bounce back from the pain and grief of personal traumas disappointments, failures, and misfortunes.	- Negativity in life or in others does not change who I know I am. - Even when life is tough, I know I can survive.	- Practice strategies for handling difficult people and challenges. - From current events and literature, analyze how people face and bounce back from tragedy.
SE4.12. Goal-Setting and Planning. Students formulate and prioritize short and long-term goals related to school, career, and personal life.	- I will get better results if I set goals and plan out the steps to reach them. - I will be more in control of my life if I set goals that will improve my way of facing problems.	Illustrate how to set goals for large assignments and tasks and break them into small steps, as well as how to make a plan.
SE4.14. Technology Literacy. Students demonstrate competence in the ability to choose, learn and safely and ethically use various technologies to communicate, acquire diverse perspectives and gain new knowledge and skills that will enhance their critical thinking skills.		

CHARACTER DOMAIN

This domain is concerned with educational outcomes that help students define good character. Successful efforts to build good character results in a safe, caring, and respectful school climate and instills while instilling in students ethical consciousness, commitment and competencies that will help them achieve personal, school, and career goals and become engaged, responsible, and productive citizens.

C1. COMMITMENT TO CHARACTER AND ETHICS. <i>Students strive to acquire the knowledge, adopt the values, and develop the skills, traits, and conduct patterns of a person of good character.</i>	- My character affects all parts of my life. - I am responsible for making the right choices and being a person of character.	- Incorporate character building into everyday lessons and activities, rather than as a stand-alone experience. - Develop a class motto.
C1.1. Components of Good Character. Students know that their character defines them, shapes their reputation, and determines how they are likely to act.	- It is important for my reputation to reflect my true self. - I know what it takes to have a good character.	- Discuss responsible social media interactions. - Explain and illustrate the Six Pillars of Character in context during class on a regular basis.
C1.2. Importance of Character. Students understand that good character is more important to success, meaningful relationships, and self-respect, then other commonly valued attributes, including intelligence, beauty, talent, money, and status.	- It is important to be an ethical person. - Character not only defines who I am, it determines my future.	- Model and illustrate positive examples of ethical values in action. - Have students write in journals about character. - Designate a section in the school library that contains books with stories depicting the Pillars.
C1.3. Responsibility for Character. Students understand their character is a product of values and choices.	- The formation of my character lies in my own hands. - I realize that character is ethics in action.	- Have students assist in creating classroom rules based on the pillars - Share an everyday hero, mentor or source of character of yours and tell the students why and how he/she has impacted you.

MODEL STANDARD	KEY BELIEFS	INSTRUCTIONAL STRATEGIES
C2. TRUSTWORTHINESS. <i>Students understand trust is essential for meaningful and lasting relationships.</i>	I will have more opportunities in life if I am a person of integrity.	Provide examples that demonstrate the importance of trustworthiness.
C2.1. Integrity. Students act honorably, assuring that there is consistency between their beliefs, words and actions.	It is important to do the right thing even when it is hard.	Explore and examine people and situations in different disciplines faced with issues of integrity.
C2.3. Honest Actions. Students do not steal, and they do not cheat.	It's not worth to lie or cheat because it hurts your character.	Read aloud a "Two-Minute Story" to begin or end the school day that is brief, yet value-centered.
C2.5. Promise-Keeping, Reliability, Dependability. Students are cautious about making promises and commitments, and conscientious about keeping them.	- It is important to keep promises and commitments. - My word means something.	Examine situations (historical, literary, or current) in which promises were broken and what the results were.
C2.6. Loyalty. Students stand up for their friends, family, school, and country while not disclosing embarrassing information and refraining from gossip.	- Loyalty means being there for others ALL the time, not just in good or bad times. - Loyalty is more important than gossip.	- Study historical figures and characters in literature who have exemplified loyalty through good and bad. - Consistently prohibit gossip
C3. RESPECT. Students treat all individuals with respect, judging them on their character and ability without regard to race, religion, sexual orientation, political ideology, gender, age, or other physical or personal characteristics.	It is important that all stakeholders know what they need to know; I will not withhold any information that will help others.	Role-play scenarios where the truth could hurt and others where it could help.
C3.2. The Golden Rule. Students understand the universal Golden Rule ("do unto others as you would have them do unto you") and apply it as a standard of respect.	- I will treat others the way I want to be treated. - Be willing to accept differences found in my classmates.	Model and practice treating others how students want to be treated.
C3.3. The Basics Dos of Respect. 1) Being civil, courteous, and polite 2) Refraining from offensive and disrespectful profanity, insults and gestures. 3) Listening respectfully to others	- Treat everyone the same whether they are my friends or someone I don't know very well. - I should be courteous and have good manners.	- Establish an environment of civility and politeness in the classroom. - Role-play situations in which disrespectful behavior leads to hostility and maybe violence. Then, change one of the disrespectful actions into one of respect.
C3.4. Respectful and Kind School Climate. Students seek to create and support a kind, caring, respectful, and emotionally and physically safe school climate.	- Everyone should feel safe and welcome at school. - It is important to make sure that my words are not hurting other people.	- Model and practice a kind climate within the class. - Brainstorm ways to make your school more respectful.
C4. RESPONSIBILITY. <i>Students take ownership of their lives with the power to choose what they think say, and do.</i>	- I have responsibilities to myself and others. - I am responsible for my choices and their consequences.	Explain and illustrate responsible actions.
C4.1. Compliance: Doing What Is Required. Students accept responsibility to do what they are required to do.	It is important to follow rules and do what I have to do.	Clearly explain rules and consequences and hold students accountable for their actions.
C4.3. Consequences for Their Words. Accept responsibility for consequences of what they say as words can have serious and lasting impact on others.	- What I say affects other people. - I seek to affirm, support, and encourage others rather than humiliate, discourage, or demean them.	- Examine the meaning and power behind words. - Model affirming and supportive language, even in times of stress or difficulty.
C4.4. Consequences for Their Actions. Students accept responsibility for the consequences of their actions and inactions.	I am responsible for my actions and their consequences.	- Examine the consequences of not being accountable for actions in literature, history or current events. - Role-play situations in which the action (or lack of action) has a great impact on a character.

MODEL STANDARD	KEY BELIEFS	INSTRUCTIONAL STRATEGIES
C4.9 Healthy Choices. Students demonstrate responsibility by making healthy choices to protect their well-being by eating well, getting sufficient sleep and exercise, and by refraining from the use of illegal drugs.	- It is important to take care of myself and treat my body well. - Using drugs and alcohol is not healthy for me.	- Provide realistic information about the consequences of unhealthy choices. - Examine statistics, physiological effects, of making unhealthy vs. healthy choices.
C5. FAIRNESS. Students strive to be fair and just in all their actions.	- It is right to be fair, to take turns. When I take advantage of others it is unfair to them. - It is important to not take advantage of people.	Role-play a variety of situations when people are being unfair and fair to each other.
C5.1. Basic Dos and Don'ts of Fairness. They do: 1) take turns, 2) play by the rules, 3) ask for and take fair share. They don't: 1) falsely blame others, or 2) take advantage of another's mistakes.	Having a clear system for making decisions promotes fairness.	As a class, make two lists: a list of things we sometimes do that are unfair, and a list of things that are fair. What could be done to rectify injustices?
C5.2. Making Fair Decisions. Students demonstrate fairness by: 1) being open-minded and objective, 2) giving everyone affected by a decision the chance to tell their side of the story; 3) being impartial; 4) consciously setting aside bias or favoritism.	I should treat all people equitably based on their merits and abilities.	- Share articles describing situations in which fairness is an issue. Decide who is acting fairly, and who is acting unfairly in these situations. - Write about how the legal system in a democracy attempts to administer fairness or justice.
C6. CARING. Students understand that caring — including the virtues of compassion, kindness, benevolence, altruism, charity, generosity, and sharing — is the heart of ethics.	- It is important to show care and concern for others. - I can be kind even when others are not. - I can always find a way to help others.	- Model kindness and courtesy and expect your students to do the same. - Create a culture of kindness. - Engage students in service-based projects.
C6.1. Basic Dos and Don'ts of Caring. Students strive to 1) be kind, compassionate, and empathetic to everyone (even those who don't seem to deserve it), 2) be charitable to causes and individuals. They are not: 1) cruel, 2) indifferent or apathetic, 3) callous, or 4) unforgiving.	- I have to show concern for others' well-being. - I should act compassionately and with empathy. - I should practice charity, make sacrifices, and show gratitude. - I have to be willing to show mercy and forgiveness.	- Write a thank you note to someone in your community who did something very caring. - Write a thank you note to a historic figure, for instance, Florence Nightingale, to thank her for what she did.
C7. GOOD CITIZENSHIP. Students contribute to the well-being of their communities (including their school, neighborhood, and country).	- I am a member of many communities (school, neighborhood and country). - I must contribute to my community and fulfill my responsibilities.	Explain and illustrate the roles students fulfill in the different communities to which they belong.
C7.2. Understand and Fulfill Civil Responsibilities. Students strive to fulfill the responsibilities of citizenship	My community needs my positive contributions.	- Start with projects that improve the classroom and then move to the school and community. - Study examples of how kids of different ages can participate in community projects.
C7.3. Respect Authority and Obey Laws. Students demonstrate good citizenship by contributing to the orderliness and fairness of society.	- Obedience the law is one way I contribute to society. - I should do my share in my family, class, school and community. I must be willing to share with others.	- Examine effects of following or not following the law. - Analyze and determine what situations call for civil disobedience.
C7.6. Safeguard the Environment. Students demonstrate good citizenship by proactively engaging in conduct that conserves natural resources.	It is important to protect and improve the environment. Everyone must do their part to help the environment	- Examine the effects of protecting (or not protecting) the environment. - Study the interaction between people and their environment.