School Wide Involvement

RESPONSIBILITY

HONESTY

RESPECT

MOTIVATION

Commitment to Character

C2C School Wide Involvement

It is essential that the entire school staff become supportive and involved in the Commitment to Character program to ensure its success.   Schools must become caring communities. All of the staff need to put forth a school-wide comprehensive effort.   Some suggestions of ways everyone can be supportive include:

- • Model character traits throughout the day.
- • Use consistent language, especially regarding: Respect, Responsibility, Honesty and Self-motivation.
- • Take part in the program orientation and utilize information as it relates to daily work.
- • Encourage participation in Commitment to Character activities within the team or department.
- • Share ideas that work with other staff members.
- • Serve as a member of the Commitment to Character Core Team.
- • Talk with students about character as opportunities arise.
- • Volunteer to assist in mentoring others interested in Commitment to Character.

School Wide Implementation Ideas

1. Establish a C2C Committee (Core Team) of teachers/staff.

2. Present C2C to SAC and PTA to invite parent involvement and elicit support.

3. Send home a parent letter/brochure at the beginning of the year explaining the four character traits and ways parents can support their development at home.

4. Emphasize a character trait of the week or month on morning announcements, through art displays, bulletin boards, banners, and student posters which are displayed around the school.

5. Create a Character Calendar which shares a message for each day relating to a character trait.

6. Display student posters and art work relating to the character traits.

7.   Integrate recognition of positive character traits with your existing school-wide behavior

incentive program. For example, share Character Citations with children who are demonstrating that character trait at school. These awards could be given by all teachers to any student.

8. Include articles in each newsletter about each character trait which provide specific ideas that parents can use to teach each trait at home.

9. Have a selected group of older students write skits about different traits and create a video to share with the other students on televised morning announcements.

10. Create a Wall of Fame by using a digital slide show of students who have been recognized for demonstrating the character traits at school. The slide show could be shown in the hallway, lunchroom, or front office.

11. Involve administrators, counselors, behavior specialists and student services personnel in using the character traits as they work with students to create a school-wide culture that promotes character education.

12. Plan several Character Rallies during the year and invite prominent local personalities to share motivational messages with the students that focus on the character traits.

13. Involve older students in working with younger students to reinforce the character traits.

14. Create an orientation video for new students which could share the school's mission statement, rules, and the character traits to be emphasized.

15. Write a school play centered on the four character traits and have students present the play at an assembly.

16. Create a Character Corner in the media center which displays posters and books relating to the character trait of the month.

17. Provide character education resources and materials in the professional library.   Have parent resources available for checkout and advertise them in the school newsletter.

18. Start a morning pledge to C2C. This is a daily affirmation of the 4 character traits. It can be said after the Pledge of Allegiance each morning. (ie." I Pledge Myself To C2C, Respect,Responsibility,   Honesty, Self-Motivation Too,   I'll Use These Traits In All I Do")

19. Start a Daily Time of Reflection. When the school day is nearing its end, an announcement is made to remind teachers and students to reflect on how they used the 4 character traits during the school day. A brief class discussion should be held.

20. Develop "Thinking Sheets" to use in your discipline and behavior plans. (Examples can be found in the Resource section)

21. Music teachers can teach C2C songs in the beginning of the year. A good resource is Leslie Black's CD entitled "Connecting Hearts and Minds".

22. The Great American Teach-In scheduled for November can be linked to C2C by having the speakers relate how the four core values are important in helping them be successful in their work/career.

23. Create a "Kids with Character in the Cafeteria" program. Develop an easy flowchart of expected behaviors and display it prominently in the cafeteria. Use contracts, awards,charts, tickets, etc. to help make the cafeteria a C2C successful area. Examples can be found on page........

24. Develop handouts to give to the staff and parents to help clarify the Commitment to Character program. These may include the following:
   • Definitions and a statement of the purpose
   • Ideas on the core team, SAC, PTA,and parents
(Examples are in the Resource section.)

25. Do an activity with the entire staff to present the 5 basic components. (See the handout in the Resource section). You can brainstorm with the staff to fill in the blanks. Answers are on the back.

26. Use the "Commitment to Character Program Survey" to assess your progress. (See the handout in the Resource section.)

27. Develop a Positive Behavior Referral that all staff members can use to motivate students exhibiting good C2C behaviors. (An example is in the Resource section.)

People of character are the conscience of society.
Ralph Waldo Emerson

Building Support for Commitment to Character

Commitment to Character works best as an integral part of a school-wide discipline plan, aligned with the School Improvement Plan (SIP) and the district Strategic Directions focusing on highest student achievement in a safe learning environment. A concrete plan for implementation needs to be developed, which includes the rationale, goals, benefits to the students and school, results from other schools, time lines, costs, and resources. After the Commitment to Character implementation plan is clearly formulated, it can be presented to as many groups as possible to insure buy-in.

These may include:
- Management Team
- Student Services Team
- School Improvement Goal Teams
- Total Instructional and Support Staff
- Business Partnerships
- Discipline Team / Safety Committee
- SAC and PTA
- Volunteers/Mentors
- Community Involvement
- Guidance Committee

Staff Orientation Program Ideas

Staff orientation is essential for a successful Commitment to Character program. The format of the presentation to the faculty will vary depending on the size and organization of the school, the School Improvement Plan and the goals for Commitment to Character . All personnel (including non-instructional) should have basic information about the program. A faculty survey could be used at the end of this presentation to determine the level of interest. Starting with a small group of interested teachers and expanding as the success of the program is demonstrated, may be the best way to begin.

Resources for faculty presentations include:
- Guest Speakers (experienced Commitment to Character coordinators, teachers from the Resource Team)

- Videos - *Character Education: Application in the Classroom*, *Classroom of the Heart* or *For Goodness Sake* from Safe and Drug Free Schools-588-6130

- Commitment to Character panel of students from another school

- Handouts - *Commitment to Character* pamphlets, *100 Ways to Promote Character Education*

Creating the C2C Culture

Lesson 1: Respect

Theme Topic: Character Education

Title of Lesson: What does Respect Look Like in a School?

Focus:
- There are three basic forms of respect
- Everyone in a school deserves respect
- There has to be basic agreement on what respect looks like
- Build a rubric for respect for the school environment

Materials Needed:
- Monitor for Power Point or e-slide presentation
- Chart Paper
- Colored Markers
- Sticky notes

Lesson Summary:
Introduction: Present a brief overview of Respect, discussing the three main forms, respect for people, respect for property, and respect for oneself. (See Handout)

After discussion of Respect, write STUDENT on top of chart paper. Break the group into manageable subgroups, trying to keep the number at about 5 or less per group. Appoint one the Group Leader and another the Recorder. Ask the groups to come up with ONE description per group of what Respect looks like from a student to a teacher. Record on handout. Ask Recorder to put the description from their group on a sticky note and place on the chart paper. Using affinity process, come up with a rubric for Respect from a student to a teacher.

Write TEACHER on top of chart paper. Ask the group to repeat the process, this time describing what behavior a teacher demonstrates to a student that shows respect. Again, the Recorder puts the description from the group on a sticky and places it on the chart. The affinity process is used to build a rubric.

Write PARENT on top of the chart paper. Ask the group to describe what behaviors parents demonstrate to teachers that show respect. The Recorder again posts the description on the chart paper. The affinity process is used to build a rubric.

Write TO PARENT on top of the chart paper. Ask the group to describe what behaviors teachers demonstrate to parents that show respect. The Recorder again posts the description on the chart paper. The affinity process is used to build a rubric.

Write OURSELVES on top of the chart paper. Ask the group to repeat the process, this time describing what behavior faculty demonstrate to each other that shows Respect. The Recorder again posts the description on the chart paper. The affinity process is used to build a rubric.

Write ADMINISTRATION on top of the chart paper. Ask the group to repeat the process, this time describing what behaviors faculty want to see from administrators that show respect. The Recorder again posts the description on the chart paper. The affinity process is used to build a rubric.

Write TO ADMINISTRATION on top of the chart paper. Ask the groups to now write descriptions of the behaviors faculty can show administrators that convey respect. The Recorder again posts the description on the chart paper. The affinity process is used to build a rubric.

After the rubrics are built, ask the faculty if they can live with the rubrics. Ask if there is anything missing on the charts that they absolutely have to have. As consensus emerges, clarify the rubrics. Then request that the rubrics be printed for the entire school community. The faculty can go through the process with the next three traits by themselves, or you can repeat the process together at future meetings.

Suggested activities: Use the following handouts for table discussions or have table leaders use sticky notes to post on a consensogram.

RESPECT

Respect: 1. To have regard for; esteem. 2. To avoid violation of. 3. To concern. Expressions of consideration or deference.

There are generally three main types of respect.
   Respect for others, meaning other persons in the environment.
   Respect for the material environment itself, including the possessions of others.
   Respect for oneself, that is, how one treats one own person.

Knowing the definition of a concept is not the same as recognizing the concept when it appears in your environment. This lesson is to help you define exactly what Respect looks like in your environment.

The facilitator will divide you into groups. You will be assigned a Group Leader and a Recorder. As you work through the various rubrics, feel free to make notes on this sheet.

From Students: To Students:

From Parents: To Parents:

Between Ourselves:

From Administration: To Administration:

RESPONSIBILITY

Definitions: 1. The state or fact of being liable to be required to give account for something.
 2. Involving personal accountability.

Responsibility most often refers to accepting the consequences of one's actions in an environment. But it also means the obligation to take action, sometimes under the authority or direction of someone or some organization in charge, many times under the personal obligation to do what is right.

Knowing the definition of a concept is not the same as recognizing the concept when it appears in your environment. This lesson is to help you define exactly what Responsibility looks like in your environment.

The facilitator will divide you into groups. You will be assigned a Group Leader and a Recorder. As you work through the various rubrics, feel free to make notes on this sheet.

From Students: To Students:

From Parents: To Parents:

Between Ourselves:

From Administration: To Administration:

HONESTY

Definitions:1. Marked by or displaying integrity; upright. 2. Genuine, not deceptive or fraudulent. 3. True, not false. 4. Sincere.

There are two basic types of Honesty:

        Honesty to others, which includes telling the truth, acting in ways that are in harmony with known facts, or being worthy of trust.

        Honesty to oneself, which includes truthfully assessing one's abilities and being certain that one's behavior accurately reflects one's beliefs.

Knowing the definition of a concept is not the same as recognizing the concept when it appears in your environment. This lesson is to help you define exactly what Honesty looks like in your environment.

The facilitator will divide you into groups. You will be assigned a Group Leader and a Recorder. As you work through the various rubrics, feel free to make notes on this sheet.

From Students: To Students:

From Parents: To Parents:

Between Ourselves:

From Administration: To Administration:

SELF-MOTIVATION

Definitions: 1. To move oneself to action 2.to impel. 3.To strive to do one's best at all times.

Self-Motivation is the internal drive to keep oneself moving toward success. It is the force that impels one to work even when there is no one else around to either impel or compel. It is generally thought of as a positive driving force as opposed to the negative or punishing forces often employed by others in the open environment.

Knowing the definition of a concept is not the same as recognizing the concept when it appears in your environment. This lesson is to help you define exactly what Self-Motivation looks like in your environment.

The facilitator will divide you into groups. You will be assigned a Group Leader and a Recorder. As you work through the various rubrics, feel free to make notes on this sheet.

From Students: To Students:

From Parents: To Parents:

Between Ourselves:

From Administration: To Administration

Benefits of Commitment to Character

- Commitment to Character teaches students to use basic character traits in everyday life and offers opportunities to grow and learn.

- Commitment to Character is an effective tool to teach responsible behavior and good manners.

- Commitment to Character can help reduce violence, vandalism, absenteeism and the number of discipline referrals.

- Commitment to Character supports and promotes a positive culture and climate in the school.

- Commitment to Character integrates with Quality Concepts and is aligned with the district's Strategic Directions.

- Commitment to Character supports Goal V of the Student Expectations stressing student responsibility for learning and self-management.

- Commitment to Character reduces the time spent dealing with discipline problems.

- Commitment to Character teaches life skills that empower students to solve their own problems through improved communication, problem solving, and critical thinking.

- Commitment to Character promotes understanding of individuals and groups throughout the school community.

- The concepts reinforced in Commitment to Character carry over to families. Parents and students have reported that behaviors at home are improving as students recognize and practice Respect, Responsibility, Honesty and Self-motivation.

- When positive principles are learned early, students are more likely to follow them throughout their lives.

Frequently Asked Questions (FAQ)

Why Commitment to Character?

The reality of modern society is that positive civic ethical traits need to be taught and reinforced by everyone if we hope to raise an ethical society. Commitment to Character focuses our efforts by using a common language, Respect, Responsibility, Honesty, and Self-Motivation, which permeates all aspects of the child's daily life. This consistency of language and concepts across all aspects of the day strongly reinforces the ideals in the student's mind and behavior. The practical outcomes for teachers are students who take responsibility for their own behavior, thus lessening the demands for teacher controlled discipline. Besides improvement in behavior, the pilot projects have also seen increases in academic performance.

How much training is needed?

The initial training takes four hours. The rest of the skills teachers will learn through their own practice. Ethical behavior is often implicit in classroom management and instruction. Commitment to Character is designed to reinforce and support ethical behavior in a more explicit manner. The training package consists of sharing ideas and techniques to increase the effectiveness of ethical education, pointing out where teachers can obtain resources, or use ones they already have, and building consistency across an entire school environment.

Is there a special curriculum?

No. Commitment to Character uses "Teachable Moments" and already existing classroom resources. This is the handbook that outlines some of the strategies the pilot schools learned in the first two years. The "cookbook" of Ideas format lists resources, identifies books, provides sample lesson plans and other materials to support teaching character education in the classroom.   Commitment to Character is designed to fit into the teacher's present style and curriculum as easily and logically as possible.

What do teachers need to do?

Teachers need to agree to use a common vocabulary, take advantage of opportunities that already exist in their school day, use resources already available in their classroom or media center, model the traits they are teaching, and reward students for using the four traits of Respect, Responsibility, Honesty, and Self-Motivation.

Core Team

The Commitment to Character Core Team should consist of enthusiastic staff members including administrators, teachers and appropriate support personnel. It is recommended that two or more of the core team attend Commitment to Character workshops offered by Safe and Drug Free Schools or comparable training. The Core Team needs to be able to meet on a regular basis to maintain the program and plan school wide events.

Responsibilities of the Core Team

Throughout the implementation of the Commitment to Character program the responsibilities of the Core Team will include:
- Presenting the program to administration, staff, and students

- Determining a selection and application process for school wide events, activities, assemblies

- Developing procedures for scheduling and monitoring peer mediation sessions

- Integrating Commitment to Character activities with already existing motivational and management programs

- Publicizing the program

- Collecting data

- Evaluating the program using the PDSA cycle

Classroom Ideas

Here are some suggestions on how to begin your school year with C2C. Use these ideas heavily the first two weeks until you feel that your students fully understand the 4 C2C traits. You will create the C2C environment right away and spend the rest of the year living in it.

1. Place four charts on the wall. Label each one with a character trait. Using sticky notes or markers work with the students to create a rubric for each trait. Add to the charts daily as ideas are discussed. Do a trait a day and refer to the charts often. You can create an affinity chart at anytime. During the year the students can add the titles of books, movies, stories, and/or songs that they discover fit that particular trait.

2. Role playing is an excellent way to model and learn the C2C traits. Put small groups of students together and assign each group a different trait. Ask them to create a short skit that displays a situation they may find themselves in at school where they might use their group's trait. Each group will act out their scene and the rest of the class will guess the trait being demonstrated. During the year you can have the students expand the settings to encompass situations they may encounter at home or in the community.

3. Make a guessing game for your students. Create a stack of C2C cards by using several file cards. Each card will have one character trait on it. Make at least 5 for each trait. The students come up and choose one card from a hat. They give clues to the class until someone guesses the trait.

4. Work with your students to create a mission statement, classroom rules, and individual action plans that include and focus on the C2C traits.

5. Create "Looks Like" , "Sounds Like", and "Feels Like" rubrics. One idea to use is 'What does a C2C classroom look like when it has a substitute in it?' 'What does it sound like?' 'What does it feel like?' Use one piece of chart paper for each question. Have the students write their ideas on sticky notes and attach them to the appropriate chart. Encourage the students to use C2C words in their ideas. Read all the notes outloud and discuss them with the class. Let the entire class come to a consensus as to what a classroom with a substitute should sound like, what it should look like, and what it should feel like. When you return from an absence discuss the charts with the class and PDSA the results.

6. The fishbone technique can be used to handle any C2C problems. From dishonesty to irresponsibility to disrespect to being unmotivated, this is a good visual method of solving the problem.

7. Create a flowchart with your students to demonstrate what happens when we follow the C2C ideals and what may happen if we don't.

8. Create a "Character Wall" in your classroom with a poster for each of the four character traits. At the end of each day, discuss how students have demonstrated the traits during the day and place a sticker on each word poster for that particular trait. Make a graph of the progress the class is making. Set a class goal.

9. Choose 4 books that demonstrate the 4 C2C traits and read one each day. Discuss how that particular trait was demonstrated by the characters in the story.

10. Create a run chart for one of the character traits. Count the number of incidents when that trait was demonstrated by the class that day. Along the horizontal axis note consecutive dates for a week or a month. Along the vertical axis place the number of increments of 5 beginning with 0 and ending with 20. Over a period of time a positive pattern should emerge.

Everyday Ideas

You will find daily teachable moments as you go through your school year. Here are some extra ideas that can be used everyday to help foster a successful C2C atmosphere in your classroom.

1. Compliment the student every time a trait is in evidence.

2. Encourage the students to "tell" on each other whenever they see someone "committing" a character trait.

3. Encourage the students to write a letter thanking or complimenting anyone they know who is using Commitment to Character.

4. Create a box of C2C badges. The teacher and/or student can award them to anyone displaying C2C behavior.

5. Encourage the students to write short stories (mini-movies) describing a C2C situation.
   • students share their stories with the class
   • students share their stories with with primary classes

6. Give extra credit when students hear C2C words on TV, in a movie, in a song, in any reading materials, at home, in a conversation, etcetera and report them to you.

100 Ways to Promote Character Education

<u>Group Activity</u>

Distribute the 100 Ways handout. Assign parts of the list to different Table groups i.e. 1-20 table 1, 21-40 Table 2 etc. As a group, select one of the suggestions that you would be able to do in your classroom if you knew you had the support of one or two colleagues. Talk about how you might support each other.

Next, select one of the suggestions that you might be able to do, even if you're the only one trying it. Talk about why you selected this suggestion and why you think it is important.

* *

<u>Reflections</u>

◇   I learned_____

_____

_____

◇   I want to learn more about_____

_____

_____

◇   I plan to_____

_____

_____

100 Ways to Promote Character Education

This broad selection of well-researched suggestions provides a bank of ideas from which teachers and schools can select a working character education plan for their particular school community. These suggestions may not be suited to every teacher, administrator, or to the school as a collective community. The list does not suggest that **all** ideas will be desirable to **all** schools.

1. Hang pictures of heroes and heroines in halls and classrooms.

2. Institute a student multi-age tutoring program.

3. Promote student service clubs for the school and community.

4. Be vigilant about preventing and stopping "scape goating" and bullying between students.

5. Create recognition programs that acknowledge character traits.

6.   Recognize and reinforce ethical student behavior and contributions to the community.

7. Create a code of behavior for your classroom /school with input from all students and staff.

8. Invite parents to observe and contribute to your school and classroom activities.

9. Choose a personal motto and share it with your classroom.

10. Promote a "character trait of the month" and study it.

11. Share a personal hero and tell the students why he or she is your hero.

12. Regularly weave into your discussion, stories and other subjects that question, "What is the right thing to do in this situation?" "Was respect being shown?" "Which character was the most responsible?"

13. Help students to see that the "good" in student leaders is more than academic success.

14. Treat ethical issues like other intellectual issues - get the facts, gather evidence, weigh the consequences, then make a decision.

15. Structure opportunities for students to do service in the community.

16. Lead by example. For instance, pick up the discarded paper in the hall. Clean the chalkboard out of respect for the next teacher.

17. Don't allow unkindness of any kind in your classroom.

18. Don't permit swearing, vulgar or obscene language in classrooms or on school property.

19. Notify parents of positive, ethical behavior in their children through notes, calls, visits.

20. Invite parents to develop plans to support positive behaviors in their children.

21. Make it clear that students have an ethical responsibility to work hard in school.

22. Use ethical language with faculty colleagues. e.g. "I have a responsibility to ... or "the courage of her convictions caused her to..." or "my neglect led him to..." etc.

23. Include the study of local heroes in your social studies [or other] classes.

24. Explain clearly the difference between cooperative learning, team work and honesty required during test-taking and individual homework assignments.

25. Identify a charity. Collect donations and have the students decide on their distribution.

26. Reinforce the authority of parents, urging students to discuss their ethical challenges and questions with their families.

27. Have sayings on the wall that encourage good character, such as, "Don't wait to be a good person, start now!"

28. Share stories of ethical conflict, especially ones involving students in their present setting. Encourage them to put their views on paper and acknowledge the struggles.

29. Celebrate birthdays of heroes and heroines with discussion of their accomplishments.

30. Have students write their own quotations of significance and display them on the walls.

31. Reward students for bringing in articles about character traits.

32. Discuss school wide "issues of character" on a regular basis (vandalism, good deeds, etc.).

33. Make classroom expectations clear, and hold students accountable for them.

34. Strive to be consistent and fair in dealings with students.

35. Admit mistakes and seek to correct them. Expect and encourage students to do the same.

36. Read aloud a brief character-centered story to begin or end the school day.

37. Consider ethical implications when establishing classroom and school policies and procedures; be aware of what messages they send to students.

38. Explain the reasons for a particular school or classroom policy, action, or decision. Help students to understand **why** not just **what.**

39. Have students discuss the ethical and character developing elements of being a good student.

40. Teach your students about competition, helping them to see when it is valuable and when it is not.

41. Talk to your students about why you are a teacher. Explain your understanding of the responsibility of teaching.

42. Let the students know about your community service. Tell them about volunteering in a food bank, coaching Little League, or other community service in which you might be involved.

43. Teach students to analyze the media critically. Have them determine to what extent do media messages encourage living a life of ethical character.

44. Bring recent high school graduates back to talk about their successful transitions to college, work, military, etc.

45. Invite adults to talk about how they have integrated the concept of character into their lives.

46. Help reinforce empathy. Ask students questions like, "How would you feel if no one would play with you?" or "How would you feel if someone made fun of your name because it was strange sounding?" etc.

47. When conflicts arise at school, teach students the importance of respect, open-mindedness, privacy, and discretion along with conflict resolution strategies.

48. Consciously model and teach courtesy. Teach students how to listen attentively to other students and adults, and to avoid interrupting people.

49. Read and discuss biographies of accomplished individuals. For students in upper grades, encourage them to be discerning, seeing that an individual may have flaws, but may also have admirable character traits.

50. Assign older students to assist younger ones, such as seniors paired with freshmen to show them the school.

51. Emphasize from the first day of class the importance of working hard and striving for certain standards of achievement.

52. Encourage high school students to become more active in their community by attending city, town, or school board meetings or doing community service projects.

53. During the election season, encourage students to research candidates positions.

54. Encourage high school students to help in voter registration drives, and to vote when of age.

55. Teach students how to write "thank you" notes.

56. Give students sufficient feedback when evaluating their work. Demonstrate to students that you are making an effort to communicate how they are succeeding and how they can improve.

57. Have older students sponsor a pot-luck supper for their parents. Have students cook, decorate, serve, and clean up.

58. Begin a monthly "gift-giving" from your class. Have the class perform some service to the school, such as decorating the hallway.

59. Work together as a class or school to clean classrooms or school grounds on a regular basis.

60. Demonstrate your respect for other religions and cultures. Talk to students about the moral imperative to act justly toward others.

61. Defend the "underdog" when he/ she is being treated unfairly. Use this as a teachable moment.

62. Have children take turns caring for their class pets, taking them home on week-ends and holidays. Talk to them about the need to care for other living creatures.

63. Start or expand a class or school recycling program. Talk about the general principles of carefully using what you have, and not wasting.

64. Highlight certain programs in your school, such as Peer Mediators or the National Honor Society, that may already be emphasizing character.

65. Have students volunteer to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, grow plants, paint a mural on the side of a local building, or clean up a beach, etc.

66. Dust off the school song (alma mater). Teach students, especially the newest ones, the words: talk about their meaning, and include it in every school activity.

67. If your school doesn't have a school song, have a contest for students to write one. As a school community, talk about what kinds of ideas should be included in the school song.

68. Emphasize and teach the significance of school rituals. Talk about the significance of recognizing certain rites as a community and properly acknowledging them.

69. Encourage students to look in on elderly or sick relatives or friends, particularly during extreme temperatures.

70. Start a pen pal exchange between your students and students from a distant state or country. Share the information your students learn about their pen pals' lives. Encourage discussion about what life must be like living in that community.

71. Use the curriculum to teach character. For example, in language arts class, have students assume a character's point of view and write about it. Regularly ask questions requiring students to "walk in someone else's shoes."

72. Use constructive criticism, with compassion. Help students do the same with each other.

73. Emphasize good sportsmanship in sports, games and daily interaction with others.

74. When making school policy, allow students' participation and responsibility in some decisions. Have them research the various ramifications of different policies and present their findings to the administrators and faculty for discussion.

75. Collect interesting and thought-provoking quotes worthy of reflection, discussion, and writing, such as, "The truth never becomes clear as long as we assume that each of us, individually, is the center of the universe," (Thomas Merton). Ask students to do the same.

76. Develop a list of suggested readings in character education that teachers and administrators can use as resources.

77. Develop a school and/or classroom motto.

78. Institute a character honor roll.

79. Foster the development of students' self-esteem by providing opportunities for genuine academic and social challenge and achievement.

80. Include in faculty/staff meetings and workshops, discussions of the school's "ethical climate" and the desired goals for the ethical life of the school.

81. Develop a "School Code of Ethics." Refer to it in school policies and all school activities. Disseminate it to all school members. Display it prominently throughout the building.

82. Begin an "exchange network" or "bulletin board" by which teachers and administrators can share their own " Ways to Promote Character Education."

83. Include anecdotes of commendable student behavior in the school newsletter to parents.

84. Start a school scrapbook, with photos, news stories, and memorabilia reflecting the school's history and accomplishments. Include all school members in contributing to and maintaining the collection. Show it off to school visitors.

85. Publicly recognize the work and achievements of the school's "unsung heroes" - the custodians, the repairmen, secretaries, cafeteria workers and volunteers.

86. Assign reasonable amounts of homework that stimulate and challenge students while teaching the importance of self-discipline and perseverance in learning.

87. Design a school pledge that students recite weekly. Include it in school communications especially those being sent home.

88. Institute a dress code to promote an educational environment conducive to learning.

89. Use homeroom periods for activities that develop community and cohesion among students, and a sense of attachment to their school.

90. Create opportunities for parents and students to work together on a school project: for example, a dance, symposium, or a field trip.

91. Be attentive to the physical appearance of the [school] building. Involve all school members in the shared responsibility of general cleanliness and order.

92. Seek ways to involve local businesses in the life of the school - perhaps through mentoring opportunities or partnerships with student groups.

93. Establish a Newcomer's Club for newly hired personnel and entering students.

94. Invite employers to give a talk about the importance of good character in the world of work.

95. Have athletes and coaches collaborate to develop a code of ethics for athletes.

96. Sponsor a public forum on character education in your community.

97. Ask each school organization to design a logo symbolizing a character trait representative of the club's mission.

98. Provide a bimonthly occasion for teachers to gather with their colleagues and study a text of literature, history, philosophy or other subject area that bears on ethics.

99. Develop a bibliography of books for parents to read to children about good character.

100. Sponsor a reading club for students, with age-appropriate literature focused on character.

This list was compiled by the staff of the Center for the Advancement of Ethics and Character at Boston University. If you would like more information about the Center's membership program or the Character Education Network, please call the Center at (617) 353-4658 or write to: Boston University Center for the Advancement of Ethics and Character, 605 Commonwealth Avenue, Boston, Mass 02115. The Ethics Education Task Force at USF thanks the **Center for the Fourth and Fifth R's** for providing this list and other valuable information in contribution to the national effort to improve character education in schools. Some of the above suggestions may not be suited to a particular teacher, administrator, or to the school as a collective community. This list does not suggest that all ideas will be desirable to all schools.

Commitment to Character
5 Basic Components

T _____ **M** _____

C2C allows _____ and _____ to explore
the positive _____ of the _____ traits
in the everyday life of the classroom.

E _____ **C** _____

C2C works best when _____ in the
curriculum in a focused, _____ way.

A _____ **L** _____

C2C utilizes _____ from literature to help
children _____ upon _____ for
virtuous living.

M _____ **T** _____

C2C challenges _____ to model the four core
values of R_____, R_____,
H_____ & S_____-_____.

Sets a C _____ S _____

C2C encourages everyone to share a common
_____, support a _____ effort, and
promotes clear expectations for _____.

Commitment to Character
5 Basic Components

(T) **Teachable Moments**
C2C allows teachers and students to explore the positive applications of the character traits in the everyday life of the classroom.

(E) **Existing Curriculum**
C2C works best when infused in the curriculum in a focused, intentional way.

(A) **Access Literature**
C2C utilizes lessons from literature to help children reflect upon standards for virtuous living.

(M) **Model Traits**
C2C challenges everyone to model the four core values of Respect, Responsibility, Honesty & Self-motivation.
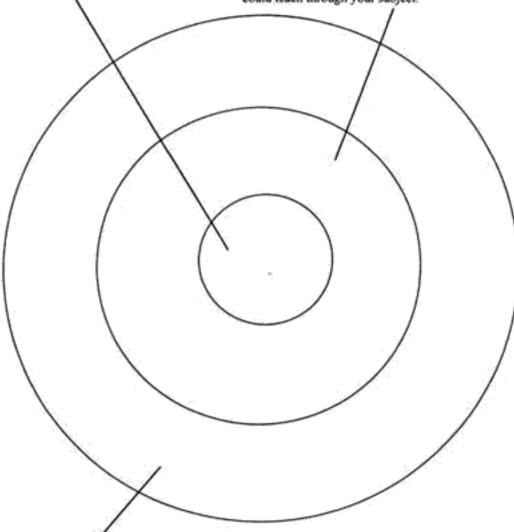
(S) **Sets a Clear Standard**
C2C encourages everyone to share a common language, support a united effort, and promotes clear expectations for behavior.

Character in the Curriculum
The Donut Method

1. Write your subject area.

2. Write the character traits (such as respect, responsibility, honesty and self-motivation) you could teach through your subject.

3. Write one character trait and an activity or lesson you could use in your class to develop that quality. Then share with a colleague.