

Positive Character Traits COUNT

Statewide Transition Conference 2017



Presenters: Rachel Jones & Alisha Black

CHARACTER COUNTS 2016

Material used in this presentation was taken from the book “What Do You Stand For?” By Barbara A. Lewis

&

Course resources used in the Fall 2015 class of EDU 621 Character Development in Education at McKendree University, Lebanon

INTRODUCTIONS

- Introductions of Presenters:

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ICEBREAKERS

- Introduction Activity: Introduce yourself, your occupation, and give one interesting fact about yourself
- Icebreaker Activity: Rock, Paper, Scissors
Every choice leads to a consequence.



PRESENTATION AGENDA

Section 1

- ◉ Character Education Definition
- ◉ Importance of Character Education
- ◉ Character Traits of Focus
- ◉ Structure of Character Education Lessons for Secondary Students

Section 2

- ◉ Character Education through Story Telling/Media
- ◉ Schoolwide Character Education Activities
- ◉ Behavior Checking
- ◉ Useful Websites

SECTION 1

WHAT IS CHARACTER EDUCATION?

- **Character education** is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.

CHARACTER EDUCATION

- Teaching students how to become more than just law-abiding citizens; molding students into morally respectful and honest, educated individuals that can impact the world in a positive and interactive way.
- Educating, inspiring, and empowering students to become ethical and engaged citizens. (Character.org)

COMPONENTS OF CHARACTER EDUCATION

- ◉ Developing Morals
- ◉ Civics
- ◉ Ethical Reasoning
- ◉ Conflict Resolution
- ◉ Manners
- ◉ Interpersonal Relations
- ◉ Respect (for self and others)

IMPORTANCE OF CHARACTER EDUCATION

- ◉ Students learn how to interact with their surrounding area. (family, school, friends)
- ◉ Students need to gain character education at school because they may not get it at home.
- ◉ Character education contributes to a positive educational

**Sowing the
seeds of good
character**



BENEFITS OF CHARACTER EDUCATION

- ⦿ Prepares Students for
 - College
 - Career
 - Civic Life



ADDITIONAL BENEFITS OF CHARACTER EDUCATION

- ◉ Decreases Behavioral Issues
- ◉ Contributes to a Safe and Healthy Social-Emotional Environment
- ◉ Improves Academic Achievement
- ◉ Provides an Interactive and Engaged Community



**WHAT CHARACTER
TRAITS ARE
STUDENTS MISSING?**

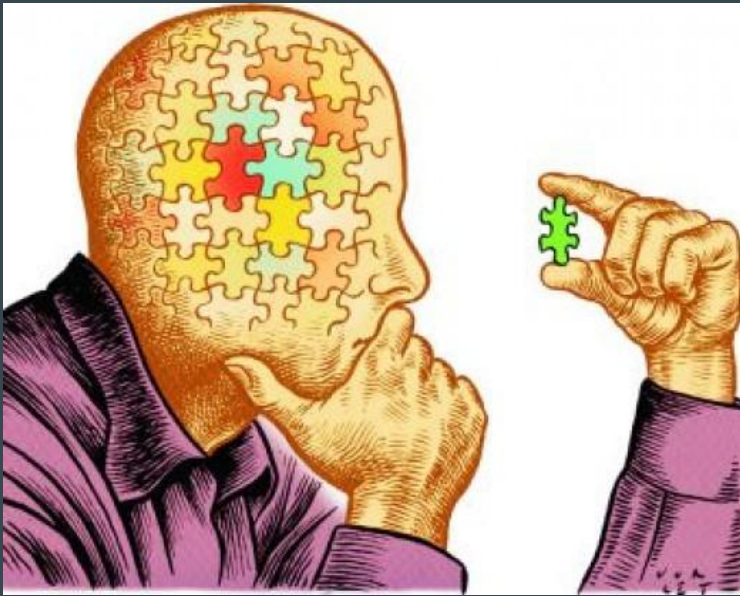
CHARACTER TRAITS OF FOCUS

- Citizenship
- Accountability
- Cleanliness
- Honesty
- Leadership
- Respect
- Responsibility
- Conservation
- Self-Discipline
- Kindness
- Empathy
- Courage
- Forgiveness
- Justice
- Perseverance
- Loyalty
- Integrity
- Humility
- Generosity
- Optimism
- Dependability
- Health

A STRUCTURE FOR CHARACTER EDUCATION LESSONS

- Step 1 Gather Background Knowledge
 - Student self-knowledge, self-awareness, self acceptance, and self-esteem
 - Administer Inventories (Handouts)
 - Character Traits Inventory
 - Learning Styles Inventory
 - Transition Survey from WOVSED website
 - Fears and/or Relationships Inventory
 - Have students complete a “Self-Portrait Activity”
 - Class Discussions
 - Observations
 - Attendance Data
 - Discipline Referrals

“To do good things
in the world, first
you must know
who you are and
what gives
meaning in your
life.”



Paula P. Brownlee

A STRUCTURE FOR CHARACTER EDUCATION LESSONS

- ◉ Step 2 Choose Character Traits of Focus
 - Respect
 - Loyalty
 - Courage
- ◉ Step 3 Incorporate Character Education into Academics
 - Literature
 - History Content
 - School Events
- ◉ Step 4 Get Student Attention/Give Reminders
 - Quotes
 - Cartoons
 - Examples in Current Events

(Time for Break?)

SECTION 2

CHARACTER EDUCATION THROUGH STORY TELLING & MEDIA

○ Example 1

- “The Cookie Story” Handouts & Discussion

○ Example 2

- Servant Leadership Handouts & Discussion
- Video Clip:

<https://www.youtube.com/watch?v=VEIDjB7uyFc>

○ Example 3

- “A Picture of Personal Accountability” Handouts & Discussion

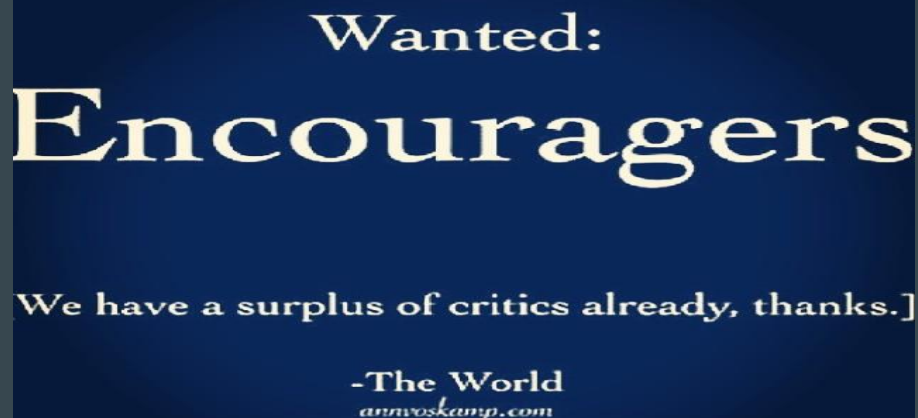
CHARACTER EDUCATION & TECHNOLOGY

○ Example 1 Online Videos

- Watch videos of situations and discuss as a class to decide the ethical or moral decision to make in that given scenario.

○ Example 2 Social Media

- Encourage students to give compliments and motivation to one another on social media and not spread negativity.



Wanted:
Encouragers

We have a surplus of critics already, thanks.]

-The World
annvoskamp.com

SCHOOLWIDE CHARACTER EDUCATION ACTIVITIES

◉ Service Learning Projects

- Angel Tree Donations
- Prom Dress Drives
- Coat Drives
- Stockings for Sailors

◉ Student Organizations

- Interact Club
- Student Council

◉ Student/School Publications

- Student Newsletter
 - The War Whoop, Wayne City High
- School Postings
 - The Positive Potty, Fairfield High
 - Posters and Bulletin boards displaying Character Traits

BEHAVIOR CHECKING

- “Behavior Checks”

The written “behavior check” is a great tool to help students work through the process of reflection. It is also a good way to document each incident.



COMPONENTS OF BEHAVIOR CHECKING

- ◉ Behavior checking" is a simple common-sense approach to addressing any behavior.
- ◉ Behavior checking requires a student to write or express reflective statements that involve:
 - A) Accepting responsibility by describing the inappropriate behavior;
 - B) Identifying a more acceptable behavior;
 - C) Atoning for the behavior - “making it right”.
 - D) Articulating a specific “promise” that seals the commitment to improve.

BENEFITS OF BEHAVIOR CHECKING

- ◉ It requires the student, not the teacher, to identify the problem behavior. In this system, the teacher never is put in a position to argue with the student.
- ◉ It takes very little time to implement, because complete responsibility is placed on the student.
- ◉ If applied well, the student will be back in minutes, rather than missing most of the period sitting in the hallway or in the office.
- ◉ It represents more immediate consequences than filling out a discipline referral.
- ◉ The teacher has a record of behavior for future reference with principal or parent.
- ◉ Besides its applicability to classroom time-out, the behavior checking system can also be used for the detention and in-school suspension programs.

MORE ABOUT BEHAVIOR CHECKS

- ◉ The suggested “behavior checks” are on the next pages. They can be modified to meet the needs of a particular classroom or school. They can be also be used in detention rooms or on the playground.
- ◉ There is a “primary” behavior check, which is geared towards younger students. An adult can transcribe on paper what the young student says. The other behavior check is appropriate for upper primary to high school level students.
- ◉ It is recommended that completed behavior checks be filed as a record of the student’s efforts to solve problems. It is especially useful when providing information to parents.

BEHAVIOR CHECK (PRIMARY)

We all make bad choices now and then. It does not mean you are a bad person. It just means you made a mistake. Follow the directions below to help you make better choices.

Put an "X" on the line that best describes what YOU did:

- ___ I said bad things about someone.
- ___ I was disrespectful to an adult.
- ___ I was physical (push or punch or kick or slap or trip).
- ___ I broke a rule in the classroom _____).
- ___ I was out of area.
- ___ I argued with other students.
- ___ I stole something.
- ___ I lied.
- ___ I have not been doing my school work.
- ___ (Other) _____

Was it "helpful" or "hurtful"? (circle one) HELPFUL HURTFUL

Explain why: _____

How will you solve this problem now? How will you "make it right"?

- ___ I will tell the person I am sorry for what I did.
- ___ I will pay back or replace what I took.
- ___ I will fix or replace what I broke.
- ___ _____

GREAT JOB! You are learning how to problem-solve and make better choices!

Now write a promise to yourself, your friends, teachers and family that you will keep. It should be one that helps you make better choices!

I promise _____

Name: _____ Date: _____

(Teacher's signature or initials): _____

BEHAVIOR CHECK (GENERAL)

We all make bad choices now and then. It does not mean you are a bad person. It just means you made a mistake. Follow the directions below to help you make better choices.

Describe what YOU did:

Was it “helpful” or “hurtful”? (circle one) HELPFUL HURTFUL

Explain why: _____

How will you solve this problem now? How will you “make it right”?

GREAT JOB! *You are learning how to problem-solve and make better choices!*

Now write a promise to yourself, your friends, teachers and family that you will keep. It should be one that helps you make better choices!

I promise _____

Name: _____ Date: _____

(Teacher’s signature or initials): _____

USEFUL WEBSITES

- www.goodcharacter.com

This site provides lesson plans, activities, and resources. Materials on the website are categorized according to the following three groups; elementary school, middle school, and high school. The website also includes resources for coaches. The teaching guides section of the website for high school has self-evaluations for students to complete, discussion questions regarding videos available for purchase, writing assignments, and student/classroom activities. All these materials could be used without the purchase of the recommended video, except the discussion questions. Some topics covered in the high school section include; respect, responsibility, fairness/justice, caring, citizenship, honesty, and ethics in the workplace. The workplace lesson provides scenarios and information on sexual harassment, racism, theft, and whistle blowing in the employment setting.

USEFUL WEBSITES

- ◎ www.characterlab.org

(Free stuff) Provides practical tools for teachers to address individual character goals for students. Great goal-setting activities under TOOLS, such as the Character Growth Card for which teachers and students set individual character growth goals and work on progress. Under RESOURCES are great activities, ideas, and explanations that address what are called “Strengths”, “Skills”, and “Mindsets” - very practical and easy-to-implement activities.

USEFUL WEBSITES

- ◎ www.verticalperformance.com

This website gives information on guest speakers and consultants for businesses, organizations, and districts. In addition, under the resources tab, there is a great recommended reading list, which focuses on leadership. Last, in the blog section, there are many interesting articles, such as, "Are you Naturally Compassionate?"

USEFUL WEBSITES

- ◉ <https://www.facinghistory.org/>

(Free stuff): user needs to create an account that is also free

Focuses on educating children about historical events while also encouraging positive characteristics such as courage, compassion and democratic behavior. There are a plethora of resources including lesson and unit plans surrounding both historical events and novels, videos, audio clips, and professional development by utilizing primary sources, fiction, audio and video clips, and varied teaching strategies. Novel units are great.

FINAL THOUGHT & REVIEW

- To be effective in schools, character education must involve everyone—school staff, parents, students, and community members—and be part of every school day. It must be integrated into the curriculum as well as school culture. When this happens and school communities unite around developing character, schools see amazing results.

QUESTIONS AND CLOSING

- ◉ Handouts
- ◉ CPDUs
- ◉ Thanks for Coming!

“Every nation that decays morally, without changing, faces disaster. Positive character traits are good for a nation, good for a family, and good for you.” Barbara A. Lewis

https://www.youtube.com/watch?v=Wl3_4dpl9hE

The Cookie Thief

by Valerie Cox

A woman was waiting at an airport one night, with several long hours before her flight. She hunted for a book in the airport shops, bought a bag of cookies and found a place to drop.

She was engrossed in her book but happened to see, that the man sitting beside her, as bold as could be. . .grabbed a cookie or two from the bag in between, which she tried to ignore to avoid a scene.

So she munched the cookies and watched the clock, as the gutsy cookie thief diminished her stock. She was getting more irritated as the minutes ticked by, thinking, "If I wasn't so nice, I would blacken his eye."

With each cookie she took, he took one too, when only one was left, she wondered what he would do. With a smile on his face, and a nervous laugh, he took the last cookie and broke it in half.

He offered her half, as he ate the other; she snatched it from him and thought... oooh, brother. This guy has some nerve and he's also rude, why he didn't even show any gratitude!

She had never known when she had been so galled and sighed with relief when her flight was called. She gathered her belongings and headed to the gate, refusing to look back at the thieving ingrate.

She boarded the plane, and sank in her seat, then she sought her book, which was almost complete. As she reached in her baggage, she gasped with surprise, there was her bag of cookies, in front of her eyes.

If mine are here, she moaned in despair, the others were his, and he tried to share. Too late to apologize, she realized with grief, that she was the rude one, the ingrate, the thief.

Examples of Discussion Questions

1. How can perception affect our behaviors about something or someone?
2. How could the woman have handled the situation differently?
3. Give an example of a time you personally jumped to conclusions, and were totally wrong?
4. What is something that you personally have learned from this story?

Personal

Accountability - "being willing to answer ... for the outcomes resulting from your choices, behaviors, and actions."

When you're **personally accountable**, you take ownership of situations that you're involved in.