

Section Eleven

Character Education Materials

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Commitment to Character

Character Education Materials

Here is an annotated and critical bibliography of some of the many materials currently available for character education. The following books, manuals, and videos have been reviewed by the Pinellas County Commitment to Character Task Force; the “recommendations” are the opinions of individual teachers who reviewed each piece.

All of the following materials are held by the University of South Florida St. Petersburg’s Program for Ethics in Education and Community; many of them are available from the Pinellas County Board of Education’s Safe and Drug Free Program. The literature in this field seems to be expanding on a daily basis, so additional materials will be purchased and reviewed whenever possible.

Annotated Bibliography on Character Education

Bennett, W. J., Ed. (1993). *The Book of Virtues: A Treasury of Great Moral Stories*. New York: Simon & Schuster. This book is a collection of hundreds of stories (edited with commentaries by Bennett) that will help children understand and develop character. The ten chapters are devoted to the following virtues: self-discipline, compassion, responsibility, friendship, work, courage, perseverance, honesty, loyalty, and faith. The stories come from a variety of sources, including the Bible and real lives of famous people. **Recommendation:** The book is a rich collection of moral literature, a wonderful book for family or classroom reading. It is a must for every family and classroom. As I read through this book, I recalled many of the stories my mother had read to me as a child. Teachers could easily use these stories for introduction of a virtue, class discussion, journal writing, etc. The book has stories that are appropriate for all ages.

Bennett, W. J., Ed. (1997). *The Book of Virtues for Young People: A Treasury of Great Moral Stories*. New York: Simon & Schuster. This collection of inspiring stories, folk tales, and poems for young people has been selected by Bennett to illuminate the virtues that help to anchor us in our culture, our history, and our traditions: responsibility, courage, compassion, loyalty, honesty, friendship, perseverance, work, self-discipline, and faith. Based on a dictionary definition of “virtue” as “a particular moral excellence,” the book tries to help young people recognize the above traits, in themselves and others, in part by showing examples of virtues in action. As Bennett’s introduction says, “Remember, virtues for the most part lie in our actions and good deeds, not just good thoughts and intentions... The more you witness virtues in action, the better you’ll understand them. You need very clear understandings of virtues if you are to get them. And you need equally clear understandings of vices, and their consequences, if you are to steer clear of them.”

Bennett, W. J., Ed. (1997). *The Children's Book of Heroes*. New York: Simon & Schuster.

This book, like *The Children's Book of Virtues* (see below), is beautifully illustrated by Michael Hague. It is a celebration of real and fictional heroic deeds, from David and Goliath to Abraham Lincoln to Mother Teresa to Jackie Robinson and to a collection of fairy tales and modern myths. The book stresses endurance, sacrifice, courage, and compassion. Bennett maintains that today's children tend to admire celebrities and "personalities" from popular culture rather than true heroes, thus the need for timeless anchors based on history and good literature.

Recommendation: This book works well in helping children recognize that heroes come in all sizes and shapes, and that ordinary people are capable of truly heroic behaviors.

Bennett, W. J., Ed. (1995). *The Children's Book of Virtues*. New York: Simon & Schuster.

This book, lavishly illustrated by Michael Hague, is a family-friendly companion to *The Book of Virtues*. It was produced so parents and children could enjoy timeless stories and poems from around the world. The stories were chosen to focus on the character traits of courage, perseverance, responsibility, work, self-discipline, compassion, faith, honesty, loyalty, and friendship. As Bennett says in the introduction, "To dwell among these stories and verses is to put oneself, through the imagination, into a different place and time, a time when there was little doubt that children were essentially moral and spiritual beings, when the verities were the moral verities, when the central task of education was virtue." Recommendation: Every elementary school classroom could benefit from having and using this book. It is beautifully produced and very "teachable." One concern is that many of the stories have old-fashioned ideas about gender, with stereotypical nice little girls and damsels in distress and heroic boys and knights in shining armor.

Bennett, W. J. (1995). *The Moral Compass: Stories for a Life's Journey*. New York: Simon & Schuster.

This book is a companion to Bennett's *Book of Virtues*. It offers many more examples of good and bad, right and wrong, in great works from literature and in exemplary stories from Western history, mythology, and tales and folklore from Asia, Africa, and Latin America. The book is organized by the stages along life's journey, beginning with the first character lessons taught in the home, to countless choices we face as we grow older. As the dust jacket says, "the stories and poems serve as reference points on a moral compass, guiding the reader through the ethical and spiritual challenges along the pathway of life: leaving home, entering into marriage, easing the burdens of others, nurturing one's children, and fulfilling the obligations of citizenship and leadership."

Brooks, B. D. & Goble, F. G. (1997). *The Case for Character Education: The Role of the School in Teaching Values and Virtue*. Northridge, CA: Studio 4 Productions. This book gives you the statistics that bespeak the need for teaching character. A discussion follows on ethics from a global perspective. Citing the fact that civilizations throughout the globe have seen

the need for teaching ethical behavior, it gives specific examples of when societies have been remiss, resulting in the decline of a culture or civilization. When the book begins to address the issues in our country that have factored into character education, it traces major philosophical movements as well as thought regarding separation of church and state. Many have brought up the issue of who is responsible for teaching values and whose values should be taught. The authors begin with the Aspen Declaration in discussing what values should be taught. The remaining chapters address how to teach character in the schools. The authors propose teaching character as a separate stand alone curriculum, claiming that to do otherwise devalues the message. **Recommendation:** I would recommend this book for someone wanting a general background in the history and development of character education. The final three chapters are particularly helpful with the how-tos. Brooks and Goble have substantial experience in this field and have a collection of data that would be valuable to someone ready to get started but needing first to show the need to his/her faculty or organization.

“Character Education Issue,” *Action in Teacher Education*. (Vol. 20, No. 4, Winter 1999). *The Journal of the Association of Teacher Educators*. This journal is a collection of eleven articles about character. They are a combination of theoretical, research based, and practical ideas. Authors addressed the following four major topics: their conceptualization of good character; their understanding of how character is strengthened within the child; their views on the school’s role in fostering character; and their views on what schools of education can do to prepare new teachers to be effective character educators. **Recommendation:** The articles were interesting and for the most part easy to read. My favorite articles were Elizabeth Goldsmith-Conley’s “School Culture Before Character Education: A Model for Change,” Marilyn Watson’s “The Child Development Project: Building Character by Building Community,” and Tom Lickona’s “Character Education: Seven Crucial Issues.” These articles gave practical advice and examples I could use in my own classrooms.

Charney, R. S. (1997). *Habits of Goodness: Case Studies in the Social Curriculum*. Greenfield, MA: Northeast Foundation for Children. Ruth Charney, author of *Teaching Children to Care*, joins six K-6 teachers in a study of problems from their classrooms concerning the social curriculum. The author provides insightful commentary, highlighting common themes and practices. The book offers educators practical approaches for bringing caring into the classroom, effective strategies for integrating ethical practices into daily classroom life, and a working model for collegial problem-solving. The book provides a powerful basis for connecting the social to the academic curriculum

Coles, R. (1997). *The Moral Intelligence of Children*. New York: Random House. Child psychiatrist and Harvard professor Robert Coles, a prolific author, explores a crucial question: How can you raise children to be good persons whose moral character and strong values will steer

and sustain them through life? The book is a treatise on moral development, and claims moral intelligence is as important as emotional or psychological growth, IQ, or intellectual development. Coles talks about teaching empathy, respect for self and others, and living the Golden Rule. Anecdotes are mixed with research findings and instruction about how to recognize and nurture various stages of moral intelligence. As a Time magazine review noted, the book “provides no easy answers, but then, there are no easy answers to parenting.”

DeRoche, E. F. & Williams, M. M. (1998). *Educating Hearts and Minds: A Comprehensive Character Education Framework*. Thousand Oaks, CA: Corwin Press. This book is a practical guide to reaching both the hearts and minds of our children and helping them to develop good character — their human destiny. It provides a clearly articulated plan for a comprehensive character education program for communities, school districts, and individual schools to modify and put into practice. The framework for a comprehensive character education program includes vision, standards, expectations, criteria, leadership, resources, training, partnership, and assessment. Standards include caring, collaboration, commitment, courage, change, connections, coherence, communication, culture, critical, and consensus. Twelve values to promote solid character education are to help students 1) assume responsibility for their behavior; 2) develop good self-esteem as product of #1; 3) distinguish right from wrong; 4) respect the rights of others; 5) maximize use of time and talents; 6) use self-discipline to achieve goals; 7) work together cooperatively; 8) develop decision-making/critical thinking skills; 9) identify the rights and obligations of peers; 10) resist negative peer pressure; 11) resist gang involvement; and 12) prevent experimentation with and use of drugs, alcohol and other harmful substances. Recommendation: This book is both a practical “how-to” book on establishing and developing a character education program in a school community as well as an exercise in doing so by using ethical practices. It is basic reading for anyone interested in initiating or sustaining

Dosick, W. (1995). *Golden Rules: The Ten Ethical Values Parents Need to Teach Their Children*. San Francisco: Harper Collins. This small paperback book is a guide for parents who want to both model and teach ethical values. Rabbi Dosick presents ten golden rules to help teach respect, honesty, fairness, responsibility, compassion, gratitude, friendship, peace, maturity, and faith. It is filled with anecdotes, fables, questions to discuss with children about each value, and even a set of multi-denominational prayers. The book received glowing reviews, including *Publishers Weekly's* comment that the book was “what William Bennett’s *The Book of Virtues* should have been and wasn’t” and the Minneapolis *Star Tribune's* conclusion that “the contents are exemplary, personally and culturally priceless. It’s the best parenting manual I’ve seen.”

Duvall, L. (1994). *Respecting Our Differences: A Guide to Getting Along in a Changing World*. Minneapolis, MN: Free Spirit. This is a student text that can be used in graded 6-12. It is filled with examples, discussion ideas, quotes, suggestions, and “Think About It” sections that

open the line of communication to help students learn to accept, respect, and celebrate each other's diversities. Prejudices, stereotypes, diversity, and hate groups are all discussed. Respect is regarded as the most vital principle for bridging the great racial divide in our schools, communities, the nation, and ultimately the world. **Recommendation:** Since prejudice and discrimination are learned behaviors, they can be unlearned through anti-bias curricula. I would strongly recommend this book for middle and high school students. It can be used as a resource or as a whole class activity. Duvall does more than present theories and facts. She provides much assistance on how to eliminate intolerance and learn to accept others by learning about their differences and then deciding to accept them despite their differences.

Eyre, L. and R. (1982). *Teaching Your Children Responsibility*. New York: Simon & Schuster. This small paperback book is a "parent to parent" approach to teaching elementary-school-age children responsibility. It subdivides the subject into twelve types of responsibility under four general categories: responsibility to parents (responsibility for obedience, for things, and for work); responsibility to society (responsibility for actions, for talents and gifts, and for a peaceful attitude); responsibility to self (responsibility for choices, for character, and for potential); and responsibility to others (responsibility for smaller children, for dependability, and for contributing). The authors reject the negative, problem-oriented approach taken by many parenting books, opting instead to help parents take responsibility for a given situation, take control, and act as parents. Thus it is a positive, goal-oriented approach; it offers proven methods by which the twelve types of responsibility can be taught. The Eyres, who have nine children, recommend that parents concentrate on one separate form of responsibility each month throughout the year.

Eyre, L. and R. (1993). *Teaching Your Children Values*. New York: Simon & Schuster. Helping children develop values such as honesty, self-reliance, and dependability is as important a part of their education as teaching them to read or how to cross the street safely, according to Linda and Richard Eyre, the wife and husband writing team. The values we teach children are their best protection from the influences of peer pressure and the temptations of consumer culture. With their own values clearly defined, children can make their own decisions, rather than imitate their friends or the latest fashions. **Recommendation:** The Eyres present a practical, proven, month-by-month program of games, family activities, and value-building exercises for kids of all ages. The book is a wonderful resource for parents who want to give their children a strong sense of personal values. It would also be an excellent resource for schools in teaching character education to students and parents.

Galbraith, R. E. & Jones, T. M. (1976). *Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom*. Minneapolis: Greenhaven Press. This book provides precisely what its subtitle promises: a variety of ways to integrate the moral psychology of

Lawrence Kohlberg into classroom activities. Kohlberg's "stage and sequence" theory, which suggests how children move from one level to another in their moral development, is "translated" (the authors' term) into various teaching strategies and curriculum materials. The book begins with a succinct outline of Kohlberg's work, then develops a teaching plan and process that includes confronting a dilemma, stating a tentative position, examining the reasoning, and reflecting on an individual position.

Goleman, D. (1995). *Emotional Intelligence: Why it Can Matter More Than IQ*. New York: Bantam. Based on brain and behavioral research, Goleman's best-selling book seeks to explain why emotional intelligence may have more to do with success in life than our traditional view of intelligence. According to Goleman, emotional intelligence includes concepts such as self-awareness, impulse control, persistence, zeal, self-motivation, empathy, and social deftness. In children, weakness in EQ can result in depression, eating disorders, aggression, and violence. Fortunately, this book claims that EQ is not set at birth; it can be learned. The author presents details on how families and schools can do this.

Graham, J. (1999). *It's Up to Us*. Langley, WA: Giraffe Heroes Program. *It's Up to Us* is a book by the same group that assembled Standing Tall (see below). Suitable for high school or college aged students, it is a step by step guide on how to select a moral heroes project and carry it through. The book addresses "teenagers' need to find meaningful, caring, courageous paths for their lives." It combines applied learning, active citizenship, character education, social and emotional learning and service learning. It can be used for content in core curricula like language arts and social studies. **Recommendation:** I would have liked to use a book like this when I was in high school because it has its own "Cliff's Notes" at the end of each chapter. The giraffes portrayed in the book are not ones younger students could relate to. They are very inspirational, but I think it would be more meaningful to use other high school students as giraffes.

Josephson, M. S. & Hanson, W., Eds. (1998). *The Power of Character: Prominent Americans Talk About Life, Family, Work, Values, and More*. San Francisco: Jossey-Bass. This book contains chapters written by individuals of extraordinary character from various fields. Leaders in the worlds of education, business, media, government, religion, law, and laundry provide insight into the power each of us has within to improve and control our own character. The chapters reveal qualities essential to being people of good character: good principles, such as honor, integrity, duty, compassion, etc.; the conscience and courage to live their values; and moral courage, or will power, to help them do the right thing, even when it is not easy. **Recommendation:** This is an excellent source of inspiration, stories, and quotes, as well as past and present exemplars of outstanding character. I highly recommend this book as grounding in the principles and examples of character. The short chapter format makes it easy to read.

Kirschenbaum, H. (1977). *Advanced Value Clarification*. La Jolla, Ca: University Associates. Howard Kirschenbaum, one of the veterans in character education, wrote this book to help teachers, trainers, workshop leaders, and others who were in the middle of the value clarification movement of the time. The author explores theory and research in value clarification, develops designs for workshops, classes, and experiences of varying lengths, describes how value clarification can be built into school curricula, and takes a longitudinal look at the field. An annotated bibliography of value clarification, 1965-1975, is a gold mine for those interested in studying the early (and controversial) phase of value clarification; the period that many of today's commentators refer to as the "relativistic age" that encouraged "moralizing" and discouraged many teachers and institutes from grappling with moral values and character education.

Lewis, V. V. & Mayes, W. M. (1998). *Best Books for Children*. New York: Avon. This hefty paperback delivers what its cover promises: a lively, opinionated guide for listeners and readers from birth to age 14. As the dust jacket describes it, the authors use "wit, candor, and boundless enthusiasm" to review more than two thousand books for children; "useful, candid, and convenient guide" that features in-depth reviews, concise ratings, handy cross-references by theme and interest, a family reading journal, and plenty of hints and advice. The 115-page appendix of books by themes (from "abandonment" to "zoos") is particularly helpful to character educators looking for reading matter.

Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam. This hefty paperback, despite its age, stands up very well as a core text for those interested in character education. It is clearly thought through and smoothly written, cutting through the controversy of "whose values do we teach?" and "how do we teach them?" Lickona interweaves a half century of educational and psychological research with examples drawn from his own extensive experience in schools. He discusses the educator as role model, mentor, and caregiver; the classroom as a moral community, in which civility and compassion are part of the curriculum; positive patterns of discipline involving home and school; confronting the tough issues of drugs, alcohol, and sex; and much more. *Educating for Character* received a 1992 Christopher Award "for affirming the highest values of the human spirit."

Recommendation: Buy your own copy of this book, read it, and use it creatively to get faculty peers, administrators, parents, children, and the wider community on board the character education movement.

Lickona, T. (1994). *Raising Good Children From Birth through the Teenage Years*. New York: Bantam. In this book for parents, Dr. Lickona translates his research and his experience with moral development with loving ways to promote moral development in children from age three to adolescence. He combines important child-rearing research with practical, down-to-earth

advice for parents in a helpful, sensitive manner to promote appropriate moral development at each stage. In addition, he addresses concerns that cut across ages and stages such as the fairness issue, communication, television, sex, and drugs. **Recommendation:** This is a very valuable and readable book for parents of children of all ages who are interested in raising responsible, caring, and moral children.

Lyons, J. (1996). *101 Great Movies for Kids*. New York: Simon & Schuster. *Sneak Previews* movie reviewer Jeffrey Lyons offers detailed plot summaries, critical observations, historical perspectives, and little-known anecdotes about his favorite 101 movies suitable for children and families. He covers classics, recent films, and often overlooked screen gems. (Some well-known movies are not on Lyons' list, because he thinks everybody knows what they're about.) The films are listed alphabetically.

Morley, T. F. (1996). *Discipline Through Virtue: A Discipline Approach that Assists Teachers and Parents in Effective Use of The Book of Virtues*. Sugar City, ID: ThoMax. In 1993 the State of Idaho mandated values instruction in public schools and provided Bennett's Book of Virtues as an option to all local school board to support the effort. Because the Bennett book proved to be cumbersome for many teachers, Thomas Morley write this companion tool to provide teachers and parents with a veritable road through 26 categories of "disciplinary dilemmas." Dilemmas range from minor behavioral issues to severely disruptive ones (dishonesty, distrust, fighting, inattentiveness, laziness, vulgarity, etc.). Morley provides a brief synopsis of each referenced story from The Book of Virtues and the Book of Virtues for Young People and tries to help child and adult work through the dilemmas. Although the stories may closely parallel a situation in the classroom, they are sufficiently removed from the actual situation to provide a neutrality that will promote discussion, processing, and solutions. **Recommendation:** This hard-to-find book is an excellent tool for using stories as the basis for discussions with children about disciplinary issues. Some of the referenced pages, however, do not match the page numbers in our copies of the Book of Virtues and the Book of Virtues for Young People, so a little extra work may be involved in actually finding the story.

Murphy, M. M. (1998). *Character Education in America's Blue Ribbon Schools: Best Practices for Meeting the Challenge*. Lancaster, PA: Technomic. This ambitious book shows how character education was central to the mission of early American schools, why it declined in the twentieth century, and how its renewal has been spurred by the U.S. Department of Education's Blue Ribbon Awards program. It culls insights from more than 100 Blue Ribbon-winning schools across the nation, focusing on a half dozen effective practices. The author looks at drug prevention programs, how to motivate students, teaching techniques that promote character, and how discipline programs and good citizenship contribute to good character.

Ryan, K. & Bohlin, K. E. (1999). *Building Character in Schools: Practical Ways to Bring Moral Instruction to Life*. San Francisco: Jossey-Bass. This book, based on the nearly fifty years of the authors' combined character education experience, attempts to help children "know the good, love the good, and do the good." As the dust jacket says, the authors provide a blueprint for educators who wish to translate a personal commitment to character education into a schoolwide vision and effort. They outline the principles and strategies of effective character education and explain what schools must do to teach students the habits and dispositions that lead to responsible parenthood; from developing a curriculum that reinforces good character development to strengthening links with parents. A useful resource section includes sample lessons, program guidelines, and a parents' list of ways to promote character in their children. A particularly powerful statement, "The Character Education Manifesto," in Appendix A, explains that education in its fullest sense is inescapably a moral enterprise, that parents and schools must work together, that character education is about developing virtues, and that character education must be pervasive and managed by committed faculty and staff. Overall, the book stresses ways for schools to become "communities of virtue where responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced."

Sergiovanni, T. J. (1992). *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Jossey-Bass. This book shows how creating a new leadership practice, one with a moral dimension centered around purpose, values, and beliefs, can transform a school from an organization to a community and inspire the kinds of commitment, devotion, and service that can make our schools great. Moral management is the process of working with moral goals and through individuals, groups, and resources to accomplish organized goals. Management is situational. Moral leadership is a broader concept of management. Leadership is about moving people toward goals; it is about the responsibility of having impact on the behavior of people. Moral management competencies in situational leadership involve: diagnosing the situation, adapting behavior to the situation, and communicating solutions. An effective leader, according to the author, is trustworthy, is aware of what the morals are doing to people, acknowledges employees for the work that they do on morals, keeps employees informed, shows respect to employees, provides opportunities to employees for self-development and improvement, and addresses a specific moral performance and not an employee's personality.

Simon, S. B., Howe, L. W., & Kirschenbaum, H. (1972). *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart. This "ancient" book involves students in practical experiences, making them aware of their own feelings, ideas, and beliefs, so their choices are conscious and deliberate, based on their own value systems. It is particularly interesting in that it represents the morally-neutral approach to values clarification that received so much criticism in recent years.

Vincent, P. F. (1994). *Developing Character in Students: A Primer for Teachers, Parents, and Communities.* Chapel Hill, NC: New View. This book outlines five important aspects for schools to consider when establishing a character education program. They include: 1) the establishment of rules and procedures; 2) cooperative learning; 3) teaching for thinking; 4) literature rich in meaning; and 5) service learning both within and outside the school environment. The need is great for schools to develop various practices to help children develop good character, and this book was written to “prime” the reader’s interest to begin thinking about and developing character in students. **Recommendation:** I would strongly recommend this book for those interested in beginning a character education program in their school. The content is practical and the ideas can be implemented with little or no expense.

Vincent, P. F. (1998). *Rules & Procedures for Character Education: The First Step Toward School Civility,* Chapel Hill, NC: Character Development Group. In this book Dr. Vincent proposes that the teaching of procedures is one of the processes leading to the development of good character in children. He says that first we should decide which virtues we wish to develop. Then we develop practices/ procedures that are conducive to these virtues. Rules/expectations are instrumental in developing a good classroom climate by helping all know what is valued. The last half of the book is devoted to various formats that can be used as tools to guide discussion when schools are developing their own rules and procedures. **Recommendation:** I would recommend this book for someone looking for a specific method for creating a culture in a school that is conducive to character development. It is written in a very short, easy to read, step-by-step format.

Vincent, P. F., Ed. (1999). *Promising Practices in Character Education: 12 Success Stories from Around the Country,* Chapel Hill, NC: Character Development Group. This book offers practical and usable strategies as schools and communities collaborate to develop positive character in young people. The stories of how twelve school communities worked out their own ways of developing plans to implement character education are shared. These schools show us that character education is not only do-able, it can be done well. We can also learn that parents are supportive of well-designed processes that treat character not as an add-on program, but as part of the “ethos” of the life of the school. Finally, there is a passion in each of these efforts through which we can gain motivation and inspiration. **Recommendation:** This is a “must read” for educators contemplating how to plan, implement, sustain, and evaluate a character education initiative in any school district or community.

Wiley, L. S. (1998). *Comprehensive Character-Building Classroom: A Handbook for Teachers.* DeBary, FL: Longwood Communications. This book is framed by Lori Wiley’s list of six categories that encompass all aspects of a comprehensive character-building classroom. She

calls the categories the “LC5” model: L stands for moral leadership, to be modeled by teachers, and the five Cs are for moral climate (ethos or environment), moral community (structure, governance, or classroom management), moral correction (behavior management, positive guidance or discipline), moral curriculum (both content and process), and common class projects (community service learning). She also describes methods of assessing the character of students, by means of conduct grades, a rating scale, anecdotal records, diaries and journals, portfolios, student profiles, and a character construct.

Workbooks and Manuals

Akin, T., Dunne, G., Palomares, S. & Schilling, D. (1995). *Character Education in America’s Schools*. Spring Valley, CA: Innerchoice Publishing. The book is unabashedly didactic, its purpose “to help you instill universal moral values deliberately and directly through the curriculum.” Created for grades 1-8, the book’s lesson plans and activities focus on trustworthiness, respect, responsibility, justice and fairness, caring, and citizenship. Stories and role plays encourage perspective-taking and moral reasoning. An annotated “Literature Connection” suggests books whose themes address the six core values.

Begun, R. W. , Ed. *Ready-to-Use Social Skills Lessons & Activities for Grades PreK-K., Grades 1-3, Grades 4-6, Grades 7-12*. West Nyack, NY: Center for Applied Research in Education. This is a four-part “Social Skills Curriculum Activities Library,” spanning all grades from preschool to grade 12. Each book in the series provides 50 or more lessons intended to build children’s self-esteem, self-control, respect for the rights of others, and a sense of responsibility for their own actions. The lessons are detailed, age appropriate, and accompanied by reproducible activity sheets. Lessons are presented in a uniform format and follow a Structured Learning approach. They focus on real situations in children’s own lives, such as dealing with feelings and peer pressure, and are readily adapted for use in any classroom, school, or home setting. In the first three books, lessons and activities are followed by two special sub-sections titled “Social Skills Family Training Booklet” and “Social Skills Task Review.” Most of the lessons and activities were written by teachers from Cleveland, Ohio. **Recommendation:** For concrete sequential people who want something in their hands that they can use NOW, this is it! Each lesson walks the presenter step-by-step through objectives, directed lessons, identification of skills, and role playing. A reproducible activity is presented that highlights and reinforces the main point of each lesson. The sequence of the lessons can be adjusted to fit the needs of the class.

Black, L. (1999). *Connecting Hearts and Minds*. This CD of music by a Pinellas County kindergarten teacher intends to help young children think about important issues encompassing

character development and various literacy skills. The first twelve songs are for character building (connecting the heart). The text is very specific and directs attention to defining attributes of good character. The other eight songs are for curricular learning in the areas of reading, writing, math, science, and geography (connecting the mind). The songs are full of energy, and deliver a spirited message young children delight in singing and using in their play. The simplicity of the melodies and text makes the songs easy to learn and remember.

Dotson, A. C. & K. D. (1997). *Teaching Character: Parent's Idea Book for Middle School Grades*. Chapel Hill, NC: Character Development Group. This is one of a whole series of paperback workbooks and guides produced by the Character Development Group. The series includes Character Education Workbook: A "How-To" Manual for School Boards, Administrators & Community Leaders; Teaching Character: Idea Books for Middle School Grades, Teacher's Idea Book and Parent's Idea Book; Rules and Procedures: The First Step in School Civility; Promising Practices in Character Education: Nine Success Stories from Across the Country; Developing Character in Students: A Primer for Teachers, Parents & Communities; and Lessons from the Rocking Chair: Timeless Stories for Teaching Character (some of these book are reviewed in this bibliography). The Parent's Idea Book is designed to give parents activities and ideas for discussion to coordinate instruction at home with the character education lessons their children are learning in middle school. Thirty-six character traits are presented. Each trait is introduced with a short definition and a thought-provoking quote. The trait is then further clarified by a list of things parents can encourage children to do to demonstrate the trait. Next, questions are given to promote discussion about the trait. There follows a list of suggested projects and activities that parents and children can do together (or already do together) to put the trait into action. Recommendation: This book is a jewel for putting character into action at home. It utilizes everyday events and relates them to the practice of character in easy (yet easily overlooked) ways for parents. The definitions are particularly good because they are concise and child-friendly.

Giraffe Project (1993). *Standing Tall: Teaching Guide Grades K-2*. Langley, WA: The Giraffe Project. The "Standing Tall" project consists of lessons and activities and an award-winning 25-minute video documentary created to help inspire students to "stand tall for the common good." It also introduces young people to "giraffes," or real life heroes for inspiration and guidance. (See also *It's Up to Us*, reviewed above.) There are many examples of people who were willing to stick their necks out to help others or the environment. The project's mission is to balance the news (too much of which is negative) and inspire more people to act heroically. It is a complete program and provides everything a teacher would need to implement it. Recommendation: The project is so organized a teacher wouldn't be able to use just a part of it and integrate it into her own plans. The lesson plans with specific activities seem very tedious;

they would involve a tremendous amount of preparation ahead of time. Also, the project is not very appropriate for younger students, because the “giraffes” weren’t anyone students other than the advanced or gifted could relate to.

Hoffman, J. B. & Lee, A. R. (1997). *Character Education Workbook for School Boards, Administrators & Community Leaders*. Chapel Hill, NC: Character Development Group.

This book emerged from a three year comprehensive character education program in Raleigh, North Carolina, a school system with 85,000 students and 10,200 professionals and support staff in more than 100 schools. In offering advice to other school systems, the authors discuss possible destinations (goals and objectives) , routes (processes and procedures), and necessary elements (people and concepts) to assure a successful trip. In a mere 85 pages, the authors cover a lot of territory: why have character education, the “Four C’s of Leadership” (conviction, commitment, communication, and consensus), how to create a community task force, identifying and defining character traits, and implementing the program in the schools. The book also has a number of worksheets, bibliographic materials, and an interesting collection of news articles about the Raleigh effort. Recommendation: This is a must read for school boards, administrators, and community leaders seeking buy in from the community.

Houston Independent School District (1989). *Character Education: Curriculum Resource Guide, K-6*. This 67-page manual frames the city-wide character education program in Houston, Texas. The program focuses on monthly values: self-esteem, honesty, respect, trust, loyalty, justice, commitment, self-discipline, and self-reliance. The resource guide is divided into three sections: information for school implementation, information for classroom implementation, and monthly values sections which contain the following components: values (specific concepts to be addressed on a monthly basis throughout the year); school-wide activities to reinforce the monthly value; classroom activities and bulletin board ideas; parent and home extension activities, and a resource guide (films, books, role models, speakers, and civic organizations that can be called upon to reinforce the value of the month).

Institute for Global Ethics (1999). *Elementary Decision Skills: A Curriculum on Ethical Decision Making, K-2 and 3-5*. Camden, ME: Institute for Global Ethics. This set of spiral-bound notebooks comes packaged with Rushworth Kidder’s 1995 paperback book, *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*. The comprehensive instructional packages are designed to help teachers lay the conceptual groundwork for understanding and resolving the tough “right-versus-right” dilemmas (for instance, justice versus mercy, individual versus community, short term versus long term considerations). The framework encourages divergent, critical thinking. The binders contain a teacher’s guide and a set of developmentally appropriate lesson plans/activities that focus on awareness, values, and decision making. Worksheets, handouts, and notes intended to be

duplicated and sent home to parents are included in each lesson. Bonuses include an annotated bibliography of children's books, overheads, codes of ethics, a glossary of terms, and reference materials, including numerous organizations' addresses and web sites for anyone interested in character education.

Lewis, B. A.(1998). *What Do You Stand For? A Kid's Guide to Building Character*. Minneapolis, MN: Free Spirit. This book outlines 16 character traits. Within each character trait section you will find easy to read and understand descriptions of each trait, character dilemmas to discuss, activities to do, and a "read person" character profile to read. To add to the above curricula Lewis has included reproducible pages for some of the activities, web site information, community organizations to contact, and recommended reading materials to reinforce the learned character skill. The book also has sections outlining individual development type skills, including self-awareness, positive attitudes, choice and accountability, communication, health (physical, mental, and emotional), imagination, leadership, problem solving, purpose (goals...), safety, and self-discipline. **Recommendation:** I would strongly recommend this book for someone interested in easy to initiate character building activities. The lessons could easily be adjusted to meet the needs of all grade levels. Personally, I would develop lessons around the various development skills before beginning with the different character trait activities.

Living Values: A Guidebook (1995). London: Brahma Kumaris. This is the guidebook of an international initiative dedicated to the United Nations. It was published by the Brahma Kumaris World Spiritual University. It focuses on reaffirming faith in the dignity and worth of the human person. The book has three main sections. The first focuses on twelve higher level core values fundamental to the well-being of humanity as a whole. They include cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity. Each value is conceptualized as inspirational reading, requiring time and thought. The second section of the book focuses on the individual perspective. It gives the values a light tone and offers tools and methods to promote change. The section ends with a Global Vision Statement. The third section offers facilitated group sessions designed to help people identify ways to "live" their values. It is subdivided into activities and work for organizations, communities, families, and classrooms. **Recommendation:** This valuable guidebook not only presents thoughtful definitions of many core values, but gives ways to put these into practice. One of the most useful features of the guidebook is how it ties the work of the individual to the work of the nation and the world.

Ockunzzi, J. (1999). *A Bunch of Real Characters*. St. Petersburg, FL: Operation PAR. This is a curriculum geared towards intermediate elementary grades. It is designed to make children think about who they are and the kinds of persons they want to be. The character traits covered are: honesty; courage; responsibility; respect; caring; trust and friendship; attitude; values,

dreams and goals; and perseverance. There is also a chapter on alcohol, tobacco, and other drugs. Each chapter provides numerous opening, learning, and closing activities and main points about the character trait. The most essential lessons are marked with a check so teachers with limited time know which activities to cover first. **Recommendation:** This is a great resource for teachers who want to incorporate character lessons into their classroom routine.

Peyser, S. & McLaughlin, M. (1997). *Character Education Activities for K-6 Classrooms*. Minneapolis, MN: Educational Media Corporation. In only 128 pages, this book explores the following character traits “necessary for healthy, positive growth and development: industrious, hard-working, ambitious, open-minded, courteous, tolerant, accepting, polite, broad minded, responsible, accountable, honest, trustworthy, loyal, reliable, dependable, protective of the environment, law-abiding, patriotic, good citizen, good sportsmanship, courageous, brave, considerate, caring, friendly, compassionate, clean, neat, thrifty, well-mannered, and respectful. Fifty activities for classrooms are included in the book.

Sadlow, S. (1998). *Advisor/Advisee Character Education: Lessons for Teachers and Counselors*. Chapel Hill, NC: Character Development Group. This 24-chapter, 92-page instructional manual is geared to middle schools. It presents lively, hands-on lessons on self-motivation, self-discipline, honesty, self-respect, respect for others, sincerity, openness, morality, accountability, fairness, peacemaking, responsiveness, dependability, empathy, and kindness.

Schiller, P. & Bryant, T. (1998). *The Values Book: Teaching 16 Basic Values to Young Children*. Beltsville, MD: Gryphon House. The authors believe young children learn best by doing. The book is filled with easy to implement activities. Each chapter addresses one of sixteen values: commitment, compassion, cooperation, courage, fairness, helpfulness, honesty, humor, integrity, loyalty, patience, pride, respect, responsibility, self-reliance, and tolerance. Each chapter includes an introduction, a poem or song, discussion starters, activities that reinforce learning, ideas for home, and books to share at story time.

STARS (1995). *Kids with Character: Character Building Activities for the Elementary Classroom*. Chantilly, VA: A Choice in Education. This handbook was produced by STARS (“Students Taking a Right Stand”), a drug prevention and intervention program that seeks to help children and youth make positive lifestyle choices and avoid unhealthy behaviors. Kids with Character is not a curriculum, but a supplemental source of lessons to reinforce a common core of universal, objective values such as respect, responsibility, honesty, and fairness. It also covers courage, forgiveness, honor, kindness, love, patience, perseverance, and self-discipline. Each lesson, based on creative drama activities and story telling, includes language development emphasizing speaking skills and vocabulary building. The manual includes a reading list and

advice to teachers about connecting the lessons to their children's lives. **Recommendation:** The book has many creative lessons, and contains a comprehensive book list and set of character education resources and curricula, videos, books, and other materials.

Teolis, B. (1998). *Ready-to-Use Conflict-Resolution Activities for Elementary Students*. West Nyack, NY1: Center for Applied Research in Education. This book is divided into four main sections: Conflict-Resolution Activities for Educators, Building the Groundwork for Conflict Resolution, Conflict-Resolution Activities for Your Classroom, and Conflict-Resolution Activities for Your School. Section one is devoted to your personal needs, a time for you. Section Two helps the students deal with their inner-directed anger. Section Three provides students an opportunity to deal with their outer-directed anger, and Section Four contains anti-bullying activities all students in the school can use. The book has 133 very teacher friendly activities with objectives, materials, step-by-step directions, and bulletin board ideas. **Recommendation:** On a scale of 1 (low) to 10 (high), I give this book a 10. It delivers everything that it promises. It is well organized, easy to understand, and easy to use.

Unell, B. C. & Wyckoff, J. L. (1995). *20 Teachable Virtues: Practical Ways to Pass on Lessons of Virtue and Character to Your Children*. New York: Perigee. This book outlines 20 teachable virtues. It is written in an easy-to-read format. A "sample family" is introduced in each chapter to demonstrate not only how to teach a specific virtue but also how to teach to children of varying ages. Empathy is considered to be the core virtue upon which all the other virtues are built. Each chapter notes teachable moments and how to best utilize them as well as noting warnings on how to avoid teaching a lesson that you DON'T want taught. **Recommendation:** This book is highly recommended due to its hands-on approach. The many examples of teachable moments make it easy to understand and replicate. Examples used in the book for teachable moments are specific to the home environment and would need to be altered if utilized in the school setting. This would be an excellent resource for parents.

Videos/ Video Packages/CDs/Music

Human Relations Media (HRM). (1998). *Brick By Brick: Building Respect and Good Character. Teacher's Resource Book and Video*. New York: HRM. This multi-faceted program contains videos, games, role playing activities, hands-on projects and a host of provocative worksheets to inspire creativity and individual thinking about values and virtues. This program aimed at grades 3 through 5 and is divided into three parts: respecting yourself, respecting others, and respecting the world. As the resource book says, "careful research and program design have created a curriculum that explores every fundamental element needed to help students become caring, decent human beings." The book includes step-by-step instructions on implementing the program, reproducible activity sheets with solutions, information for families,

and reference materials. Activity sheets are offered for students, teachers, and family.

Character Education: Application in the Classroom: Elementary K-6 (1988) and Secondary (1998). Port Chester, NY: National Professional Resources, Inc. VHS, 40 minutes each video. In these two videos classroom teachers demonstrate specific lessons and describe practical instructional approaches that transform character education from a conceptual framework into an understandable series of learning activities. The videos offer first-hand views into replicable ideas on how to integrate character education into already existing classroom activities and to create a moral culture in the school community. They are good staff development tools.

Character Education: Eleven Principles of Effective Character Education. (1997). Port Chester, NY: National Professional Resources, Inc. VHS, 40 minutes. This tape features Thomas Lickona and Catherine Lewis discussing the Eleven Principles which they wrote for the Character Education Partnership (Character education promotes core ethical values; character must be comprehensively defined; promote core values in all phases of the school; school must be a caring community; students need opportunities for moral action; include a challenging academic curriculum; strive to develop intrinsic motivation; staff must become a moral community; require moral leadership from staff and students; recruit parents and community members as partners). The tape features a blend of talking heads and action shots to illustrate the principles. The first ten minutes, an introduction to character education, can be used as a stand alone presentation to stimulate discussion concerning starting a character education program in your school. The entire tape can be a useful tool to introduce the eleven principles to a school community struggling with where to go next with its character program. For a school to actually apply for the recognition of the Character Education Partnership, the complete description must be used.

Character Education: Restoring Respect and Responsibility in our Schools (1996). Port Chester, NY: National Professional Resources, Inc. VHS, 44 minutes. In this video, Thomas Lickona provides a model for schools to use to create an environment that promotes the teaching of values and character education. The video shows how Buck Lodge Middle School has incorporated character education throughout the entire school, and looks at the Fayetteville-Manlius School District of New York, the Character Education Partnership from Alexandria, VA, and the Center for the Advancement of Ethics and Character at Boston University. The video describes in detail the responsibilities of classroom teachers and the school in general, and includes various strategies for classroom teachers to use.

Character Way: A Video-Based Learning Program for Elementary School Children, Grades 5 & 6. (1995, 1997). San Francisco: Live Wire Media/Ethics Resource Center. "Character Way" approaches ethical decision making as neither a relativistic enterprise in which any answer

is OK, nor a dogmatic moralistic enterprise in which values and judgments are jammed down students' throats. Rather, it maintains that we live in a moral community where honest disagreements occur, and in which moral development can only occur through exposure to divergent approaches taken to encourage honesty, respect, responsibility, tolerance, justice, and the like. To help teachers establish a moral classroom, this instructional package stresses moral reasoning, moral emotion, and moral behavior. It contains lessons on how to lead a moral discussion (Rules: Listen; Include everyone; Speak TO, not ABOUT, people.). Lessons are on such topics as Random Acts of Kindness (RAOK) gangs; what happens when a child brings a gun to school; heroes; soap opera aptitude test to develop empathy; and the imaginary trial of Jack the Beanstalk. The video and detailed lesson plans walk upper elementary teachers through the exercises. **Recommendation:** This program should be looked at, if only for the thoughtful introduction to "Character Way" on pages 3-10.

For Goodness Sake, (1994). Buffalo Grove, IL: CorVision. This 17-minute video takes a light-hearted look at goodness. It analyzes why people aren't always good, and offers suggestions on how they can include goodness in their daily lives. The video features Jason Alexander, Florence Henderson, Bob Saget, Steve Allen, and Jayne Meadows and is hosted by Dennis Prager. It makes the case that goodness is an important life quality, displayed in how we treat others and how they treat us. It maintains that to be a good person one has to do something positive. **Recommendation:** This short video is a wonderful way to jump start a discussion of ethics, for almost any age group. It has worked well in teacher training sessions and with groups of secondary and post-secondary students.

Guidance Club for Kids. (1992). The Kid's Guide to Getting Motivated. Santa Monica, CA: Ready Reference Press. This 19 minute video is one of The Guidance Club for Kids' series designed to help youngsters acquire the skills necessary to cope with life's pressures. In fun-filled fashion the video works through issues of motivation so children realize they're responsible for the choices they make in life and that they are free to be the best they can be. The video defines motivation, describes why some people lack motivation, offers techniques for becoming motivated (including knowing and accepting yourself and developing a winning attitude), discusses how to use your time wisely, and discusses "winners." The bottom line is that "You are responsible for yourself."

Josephson, M. (1996). Let's Teach Character: How to Build Character in Children. Marina del Rey, CA: Josephson Institute of Ethics. Michael Josephson, founder of Character Counts! Coalition, discusses the "Six Pillars of Character:" trustworthiness, respect, responsibility, fairness, caring, and citizenship. The 45-minute video discusses the nature and goals of character

education; dimensions of character; a strategy for teaching ethics and developing character (“teach, advocate, model, and enforce”), a strategy for character education and “what you can do do.”

Kids for Character CD and Sheet Music. Marina del Rey, CA: Josephson Institute of Ethics.

This music is recorded directly from the “Kids for Character” video produced by the Character Counts! Coalition. It uses the voices of Barney, Baby Bop and young children. There is much dialogue to explain the lesson which is being reinforced by the song. Recommendation: The songs are long (3 to 5 minutes) and verses get fairly complex. A few of the songs at the end of the CD would be appropriate for upper elementary. The “Six Pillar Shuffle” and “Fess Up” use excellent vocabulary. The second CD in the kit is orchestration for each song. This can be used as background music for school performances.

Kagan, S. (1999). *Building Character Through Cooperative Learning*. Port Chester, NY: National Professional Resources. This 38-minute video presents a powerful case for the use of cooperative learning in the building of character in today’s youth. Dr. Spencer Kagan stresses development of core virtues such as personal responsibility and respect by fostering a classroom environment where social skills are practiced and nurtured. The case is made for dealing with diversity and the inclusion of students with disabilities and heterogeneous grouping. The video offers a step-by-step process for teachers, and lets you observe classrooms where cooperative learning is working well.

Videos for Children

Character Education Resources

in Safe and Drug Free Schools Library

Many prevention materials are very appropriate for teaching character. To borrow any of these materials, call SDFS 588-6130. The usual time allotment is two weeks.

Adventures from the Book of Virtues VHS series Gr. 2-5 30 minutes

This classroom edition of the six part video multi-cultural series based on the best selling book by William J. Bennett will present valuable character education through top-notch animation and great stories.

Compassion: Featuring Androcles and the Lion, The Good Samaritan, The Legend of the Dipper, and the poem The New Colossus

Courage: Featuring William Tell, The Minotaur, The Brave Mice, and the poem "If"

Honesty: Featuring The Indian Cinderella, The Frog Prince, George Washington and the Cherry Tree, and the poem Truth.

Responsibility: Featuring Fing Alfred and the Cakes, Icarus and Daedalus, and The Chest of Broken Glass

Self-Discipline: Featuring The Magic Thread, The Golden Touch, The King and His Hawk, the poem For Everything There is a Season.

Work Ethic: Featuring Tom Sawyer Gives Up the Brush, How the Camel Got His Hump, and the Bundle of Sticks

All About Anger VHS Gr 1-5 16 minutes

Helps children understand that anger is normal. Teaches children to take responsibility for their actions.

* **Bee Wise** by J. Michael Hargrave Resource Book Grades K-5

This is a substance abuse prevention book that contains character education stories and activities that will delight elementary children.

Broken Toy VHS Gr. 4-5 30 minutes

The story of a 12 year old boy who is constantly being picked on by his classmates. This video on bullying comes with a teacher's guide.

But Names Will Never Hurt Me VHS Gr. K-3 22 minutes

Rebecca is new at school. She is quiet and heavier than most of her peers. She is the target of verbal abuse from her schoolmates until one of them decides to take a stand and help Rebecca. This story helps students learn how to view others with kindness and respect.

Chill Skills: Tools for Safe Schools Kit

Three essential life skills are taught: Anger control, active communication and conflict resolution. This kit comes with complete educator's guide, 30 student packets containing "skill tools" and a Chill Drill anger control poster. Students take home activity sheets that parents must sign and return to school.

The Conflict Resolution Library Reading level: Gr. 3/Interest level: K-4

This collection of books will serve as a child's first introduction to dealing positively with problems that cause conflict. The six books are as follows:

Dealing with Anger: Tells how to channel anger so others will not be hurt.

Dealing with Bullying: Emphasizes the positive ways to deal with bullying.

Dealing with Fighting: Presents a better way to solve conflict.

Dealing with Insults: Helps to deal with cruelty and handle situations positively.

Dealing with Jealousy: Helps to understand the feelings of jealousy.

Dealing with Weapons in School and at Home: Presents the danger of weapons and provides positive alternatives to resolving conflicts.

Dinosaur Junction Series: VHS Gr. K-2 10 minutes each

Doin' It Your Way: Animated dinosaur cartoon stressing decision making, peer pressure and being who you are. Little folks hear that you don't need to belong to a gang or any other group to be cool.

The Fight: Colorful musical message and lesson about conflict resolution and violence prevention. Stresses "think it out/talk it out".

What's in a Name? Focus is on individual differences, respect and being who you are. Deals with name calling as well.

Don't Feed the Monster on Tuesdays! by Adolph Moser Ed.D., 1991

A friendly book about self-esteem... children love it. Adults recognize its value as a tool for affecting children's lives in a positive way.

Don't Pop Your Cork on Mondays VHS Gr. K-5 15 minutes

Animated characters focus on how stress affects people and demonstrates effective stress reduction techniques. book also available.

Duffy's Story VHS Gr. 3-5 28 minutes

Five refusal skills lessons which can be taught in five consecutive days provide information and social skills that allows students to transfer the social skills to their personal lives.

Includes many thought provoking role plans involving decision making.

* ***Facing Up*** VHS Gr. 2-7 30 minutes

Illustrates the struggle two boys go through to gain the skills needed to face their problems and interrupt the cycle of violence. Both are helped to develop skills needed to deal with difficult situations.

Fast, Forward Future VHS Gr. 4-5 62 minutes

An interactive sci-fi video adventure about three elementary school children who are under pressure to make unhealthy choices. Teaches social /personal skills and decision making.

Feeling Good About Me VHS Gr 1-5 15 minutes

Helps children build a strong self-image. Teaches children to give themselves positive input. Music and live action vignettes.

The Fight: What Should I Do? VHS Gr. 3-5 7 minutes

Shows how a simple joke can escalate into a physical confrontation. Issues of showing off, acting cool and being tough are examined.

Fish Tales by J. Michael Hargrave Gr. 3-5

Fish Tales is a ten lesson story and activity book that helps 3-5th grade students discover what is "fishy" about violence and drugs in the "reel" world. Each lesson focuses on a character building rule and skill to encourage students to live a safe and drug free life.

* ***For Goodness Sake!*** VHS Grade 3-Adult 17 minutes

This is an entertaining, fresh and inspiring message of personal responsibility. Appropriate for staff, too.

Getting Better at Getting Along: Conflict Resolution VHS Grade 2-4 16 minutes

Essential techniques of conflict resolution are demonstrated. Students are shown that by expressing themselves clearly and listening carefully, they improve their ability to solve problems and get along better with others.

* ***Good Apple Activity Books*** by Mary Anne McElmurry Gr.3-8

Appreciating - This book assists students to develop an understanding of and appreciation for themselves, others, their families and their school community by developing communication skills, recognizing values and developing a behavior consistent with basic attitudes.

Belonging - The purpose of the activities is to identify those things that will assist the student in belonging to groups they value.

Caring - This activity book assists students in identifying things they value about themselves, others, family, and school.

Let's Learn About Getting Along with Others - Activities for Pre-K- Gr.2

This handbook has ideas to help develop social skills such as: making friends, sharing, learning good manners, following rules, and getting along with others.

Let's Learn About Magnificent Me - Activities for Pre-K-Gr.2

This book focuses on positive self-concept. Children will learn to accept themselves as valuable human beings.

Living - The activities are designed to encourage teachers and children to participate in hands on activities with minimal material which encourages respect for nature.

Loving - This gentle book offers activities to promote a better understanding of feelings, love, happiness, sadness and loneliness.

GROARK: A Violence Prevention Series VHS Gr. K-2 25 min. each

Teaches children valuable lessons that will help them get along well, work out conflicts fairly and peacefully and prevent violent behavior. Groark becomes entangled in tense situations. After discussing the problem with a group of real elementary school children, he applies what he has learned and succeeds in bringing about a peaceful, positive solution. The titles are:

Groark Learns to Control Anger

Groark Learns to Work Out Conflicts

Groark Learns to Listen

Groark Learns about Bullying

Groark Learns about Prejudice

Happy, Healthy, Drug-Free Me - Parts I and II VHS Gr. 1-3 10 minutes

Part I - Part I sets the stage by helping youngsters understand that they are remarkable individuals, with very special physical, mental and emotional traits. It reveals that when children behave in certain ways, they may feel bad about themselves. Rules are there to help us make the right decisions.

Part II - Stress is discussed. Ways for children to handle stress are examined. Peer pressure is also discussed. The program shows how all of us need friends, and how friends can influence our behavior.

How to Go from Mad to Glad VHS Gr. 2-4 15 minutes

A series of vignettes suggest to the viewers how they can handle angry feelings without hurting others or themselves.

* ***Human Race Club Series*** VHS K-5 25 minutes each

A High Price to Pay: Story About Earning Money: Teddy learns a lesson about money and possessions.

Casey's Revenge: A Story About Fighting and Disagreements: Teaches alternatives to fighting. Children are shown why revenge does not work and how everyone wins when we respect one another.

The Fair Weather Friend: A Story About Making Friends:

Fights Between Brothers and Sisters: Positive alternatives to fighting.

Handling Emotions: The focus is on dealing with emotions. Children learn how to handle strong emotions and uncomfortable feelings.

The Letter on Light Blue Stationary: A Story About Self Esteem: Encourages children to value themselves and others.

Making Friends: Valuable lessons about making and keeping friends:

A. J. boasts about flying to Disneyland with his rich friend. In trying to win a new friend, A. J. neglects his most valued relationships.

Prejudice and Discrimination: A.J. makes a best friend when he discovers they have a mutual interest in basketball. When they meet in person, A.J. learns his friend is physically disabled. This video helps students learn the negative effects of prejudice and the importance of forming their opinions about others intelligently.

I Get So Mad VHS and Audio cassette Gr. 2-4 14 minutes

Helps children understand anger and gives appropriate ways to handle it.

It's Not Fair VHS Gr. 2-4 14 minutes

Helps children learn the thinking and negotiation skills needed for reaching decisions with others about what is fair.

It's Not My Fault: A Program About Conflict Resolution VHS Gr. 5

Eleven-year-old Sam faces common adolescent problems - disagreements, confrontations and misunderstandings - but learns that anger is not the way to solve these problems effectively.

It's Not OK to Bully VHS Gr. K-2 12 minutes

A video which combines animation, music and real children to empower young children with skills to cope with bullying.

Kelso's Choice: Conflict Management Skills by Barbara O'Neill, Ph.D. and Diane Glass
Gr. K-5 A conflict management curriculum based on the premise that every child is capable of becoming a peacemaker. Nine options offer students a choice for resolving conflicts. Helps students differentiate between problems they can handle on their own and those requiring adult intervention, empowers them with skills to make and become accountable for their own choices.

Kids and Conflict VHS Gr. 2-5 Four tape series:

Common Ground: Learning to Appreciate our Differences:

Discusses prejudices and acceptance of individuality.

Keep Your Cool: How to Control Your Anger: Recognizes what causes anger and how to resolve the feeling.

Problem Solved: How to Be a Peer Mediator: Helps students learn how to settle disagreements between themselves.

We Can Work It Out: The Keys to Resolving Conflicts: Makes children aware that for every conflict and dispute there is a solution or proper response.

Kid's Guide to Getting Along with Classmates VHS Gr. K-3 45 minutes

Visually appealing cartoon-style illustrations. Content is presented in four mini-lessons so children can discuss real life situations.

* ***Kid's Guide to Personal Behavior*** Two part series.

These videos give teachers help in dealing with children's inappropriate behaviors.

Tattling, Disobeying, and Fibbing VHS Gr. K-3 25 min.

Rudeness, Whining and Bickering VHS Gr. K-3 27 min.

Kid's Guide to Quarrels and Fights VHS Gr.K-3 Four parts - 38 min.

Helps children develop skills needed to handle differences in a healthy way.

Kid's Guide to Responsibility VHS Gr.K-3 Four parts - 36 min. total

Components of responsibility are examined from a child's point of view.

* ***Life Lessons Series*** VHS Gr. 2-5 12-17 minutes each

This is a nationally recognized series for conflict resolution.

Hurtful Words: Teaches skills to "stop and think" before using unkind actions or hurtful words.

More Than Manners: Gives examples of DO manners and DON'T manners. Stresses showing respect and concern for others.

That's What Friends Are For: Introduces young viewers to the importance of having a strong safety net of friends. Also teaches social skills needed to make and keep friends.

When I Get Mad! Helps children learn that anger is a human emotion that they can learn to manage when expectations aren't met and dreams don't come true.

Mad, Sad, Glad Game Gr. K-5

A game that helps children build a feelings vocabulary, identify feelings and discuss how they relate to various situations.

* ***McGee and Me Series*** VHS Gr.K-5 25 minute

Back to the Drawing Board: Focuses on jealousy which causes a lot of hurt, anger and frustration especially for the one who is jealous.

The Big Lie: Emphasizes the value of honesty.

Do The Bright Thing: Explores the way children make decisions and the payoff in making right and wrong decisions.

The Not So Great Escape: Focus on decision making/obedience.

Skate Expectations: Emphasizes the importance of being kind.

Take Me Out to the Ball Game: Focuses on keeping things in perspective.

My Self Esteem VHS Gr. 3-5 30 minutes

Molly's self esteem has hit bottom. Molly Two comes to visit, and she looks just like Molly feels. She teaches Molly to communicate effectively with her family and friends, set goals and accept differences.

My Ups and Downs A game that deals with a full range of emotions designed to help children express themselves. Good item to use with Children Are People or Kid Power Support groups for children from high risk situations.

No More Teasing VHS Gr. 2-4 14 minutes

Presents effective strategies kids can use to protect themselves against teasing or bullying.

* ***A Peace-Able Place*** Mendez Foundation Curriculum Gr. K-5

Kindergarten Kit introduces a Peace-Able Place and teaches personal responsibility for interacting with others.

Grade 1 Kit teaches children to respect differences and celebrate diversity.

Grade 2 Kit helps students learn and practice social skills.

Grade 3 Kit helps students appreciate their own capacity for solving problems between people.

Grade 4 Kit uses the theme of a newspaper to teach important news about conflict.

Grade 5 Kit teaches students to cooperate, respect differences and communicate in order to build bridges between people.

Media Violence - This is a booster lesson for grade 4-6. It includes an Angry John video and covers anger and violence in the media.

Peacemakers Video Series VHS Grades 4-5

Dealing with Anger: Students learn to define and identify the sources of their own anger, where it comes from, what situations are most likely to arouse it, and the difference between justifiable and unjustifiable anger.

Cool, Calm and Collected: This two part program teaches the keys for responding to angry people and resolving one's own anger.

Let's Make a Deal: Simple and effective strategies for conflicts are given (negotiation, compromise, problem-solving, apologizing and others).

Pros in Conflict: This offers a comprehensive course in Peer Mediation. The peer mediation process is taught in three easy steps with upper-elementary mediators modeling the process.

PeaceWorks Curriculum Grades PreK-5

A complete conflict resolution curriculum for each grade. Each has been classroom-tested.

Pre-K - Peacemaking Skills for Little Kids - Students are introduced to the I-Care rules.

Grade 1 - Peacemaking Skills for Little Kids - Covers a more in depth understanding of the I-Care rules. Exercises stress cooperative learning and develop reading, writing and problem-solving skills.

Grade 2 - Peacemaking Skills for Little Kids - Helps infuse peacemaking skills into a variety of academic subjects, including science, math and art.

Grade 3 - Peacemaking Skills for Little Kids - Peace Scholars:

Learning Through Literature - Uses a ethnically diverse collection of stories and folk tales to enhance student's conflict resolution competency.

Grade 4 - Creative Conflict Solving for Kids - Introduces the Rules for Fighting Fair and the "Fouls". Empowerment skills are also included.

Grade 5 -Creative Conflict Solving for Kids - Expands on the concepts students have learned, tying conflict resolution to real-life situations and encouraging students to use action plan and goal-setting techniques outside the classroom.

Power of No - The Wizard Returns VHS Grade 4-5 23 minutes

This video deals with children of alcoholic parents and teaches them to tap their inner strength for coping skills. It also deals with acknowledging feelings and making decisions.

Say No and Mean It VHS Gr 1-5 16 minutes

Through music and vignettes, children learn the basics of assertiveness skills. Situations are real, and the children are true to life.

Say No Elementary VHS Gr. 4-5 50 minutes

Jevon Thompson's comedic style addresses drug abuse prevention for the elementary age student. Such topics as "the rip off", "alcohol man", and "marijuana man" are just a few samples of the topics covered in this video.

Scared, Sad and Mad VHS Gr. 1-3 17 minutes

A bunny is growing up in a family with an alcoholic father. He learns from his friends that he is not at fault, that alcoholism is a disease and that hiding the problem won't make it go away or get better. He also learns steps to take to cope with the situation. Children of alcoholics viewing this video will be able to relate to his emotions and his experiences. A discussion guide is included.

Sesame Street Series VHS K-2

Developing Self-esteem 3 Parts 40 min. Focuses on sense of identity emerging in small children, discusses stereotypes, encourages self development and taking pride in accomplishments.

Learning to Cooperate VHS K-2 2 tapes 50 minutes

This seven part video teaches 4 - 7 year olds how to build peer relationships, to share, resolve conflict and take turns.

Solving Conflicts (Sunburst Communications Curriculum) VHS Gr. 2-5

Four scenarios of typical conflicts that occur among children. Replays show effective conflict resolution strategies.

The Tator Tales: A Story and Activity Book on Handling Peer Pressure

by Christine Gibson and J. Michael Hargrave Gr. 3-5

A drug abuse prevention book designed to help children resist peer pressure. Tator Tales has an original cast of potato characters who possess human qualities. Children easily identify with the adventures of Hesi Tator, Imi Tator, Irri Tator and others. The format of each chapter includes a story, review, activity, and FaciliTator's guide.

Teaching Kids to Be Mediators Manual Gr. 3-6

This manual provides a step-by-step framework for training an entire class or group to be mediators. Each skill is reinforced by role playing to assist children in learning how to peacefully reconcile differences.

Ten Things to Do Instead of Hitting VHS Gr. K-2 21 minutes

Helps students learn to express their anger in acceptable ways. Explains that hitting only makes things worse, advises viewers to stop and think. Provides ten constructive ideas for getting rid of angry feelings.

Tookie Speaks Out Against Gang Violence Book series Gr. 3-5 with a K-5 interest level. The following book provide information regarding gangs:

Gangs and the Abuse of Power - Tells how kids can avoid falling into a gang's power.

Gangs and Drugs - Tells kids methods to avoid drugs.

Gangs and Self-Esteem - Provides methods for self-empowerment.

Gangs and Violence - Gives the realistic picture of the destructiveness of gangs.

Gangs and Wanting to Belong - Helps kids understand that there are other sources of support.

Gangs and Weapons - Teaches kids the inevitable tragedy associated with weapons.

Gangs and Your Friends - Gives techniques to identify peer pressure and to make friends who help, not hurt.

Gangs and Your Neighborhood - Tells kids how to stay safe in their neighborhoods.

Twee, Fiddle and Huff VHS Grade 1-3 12 minutes

A fable for young children of alcoholics who will discover their experiences are shared by many others just like themselves. Children will learn there are people they can trust who can help them cope with an alcoholic in the family and can help them to express their feelings.

Teaching Kids to Be Mediators Manual Gr. 3-6

This manual provides a step-by-step framework for training an entire class or group to be mediators. Each skill is reinforced by role playing to assist children in learning how to peacefully reconcile differences.

* ***Veggie Tales*** VHS series Grade K-4 18-28 minutes

Bob the Tomato, Larry the Cucumber and Junior Asparagus are part of the entertaining character education lessons. Students will learn about honesty, acceptance, kindness and forgiveness.

Are You My Neighbor: Accepting Others

Flibber-o-loo: Kindness and helping others

Grapes of Wrath: Forgiveness

Larry Boy and the Fib from Outer Space: Honesty

What Do I Do? Series VHS GR. 3-5 13 minutes each

These videos teach skills for emotional wellness, self-knowledge and coping skills.

When I Feel Afraid! Teaches how to evaluate real and imagined fears from life situations and provides opportunities to implement the best plan of action.

When I Feel Alone! Offers a series of vignettes on childhood

feelings of loneliness and provides skills needed to live in a healthy, happy manner.

When I Feel Different! This video develops a series of basic skills that can help preteens understand the unsettling feelings of being different academically, ethnically, physically and socio-economically.

When I Feel Jealous! This insightful video exposes the layers of feelings hidden in this complex emotion and suggests successful ways of dealing with them.

Wizard of No VHS Gr. 4-5 19 minutes

A wizard released from a soda can helps a young boy learn the techniques of refusal skills. The film discusses how low self-esteem reduces one's ability to reject negative peer pressure.

Yes You Can Say No VHS Gr. 1-6 grade 19 minutes

Teaches assertiveness skills. As the child grows in confidence he learns to handle troubling situations and not to be exploited.

* ***You Can Choose Series:*** VHS K-5 28 minutes

Appreciating Yourself: Teaches that being yourself is a lot better than pretending to be someone you're not. Teaches children to appreciate their positive inner qualities.

Asking for Help: A lesson in not letting pride get in the way of asking for help.

Being Friends : Children explore issues about friendship.

Being Responsible: Rhonda is so irresponsible that her friends don't trust her to do anything important. She learns a valuable lesson.

Cooperation: The benefits of cooperating features Michael Pritchard and puppets.

Dealing With Disappointment: Teaches children to deal with disappointment in a positive way. Teaches that losing is not the same as being a loser.

Dealing with Feelings: Tape deals with a child's fear and his inability to share his feelings.

Doing the Right Thing: The children discover that doing the right thing feels a lot better than doing what they can get away with.

Resolving Conflicts: Teaches children that there are ways to resolve disagreements in a peaceful and positive way.

Saying No: A child is persuaded to try smoking by a friend; however, her other friends convince them both that smoking is a bad idea.

Teaching Character Education Through Newspapers(Grades 4-12)

*** Place students in groups of 3-4 and distribute newspapers. Assign each group 1-2 of the #s.*

1. Make a list of jobs from the Classified Ads in which honesty would be very important. Explain why. (Use other Life Skills such as “teamwork”, trustworthiness”, etc.)
2. Search the newspaper for people in jobs that require courage or other character traits. Explain what they are.
3. Search the newspaper for people who have made decisions and taken stands that show courage. (Also, caring, perseverance, honesty and initiative.)
4. Select stories from the newspaper about people who have done something good. Explain who they are and what they did. Write a letter to the editor in which you praise one of the people whom you chose.
5. Select five well-known people from newspaper stories. Explore the questions: Are they celebrities? Are they heroes? Are they good role models? Discuss the difference between fame and heroics. Fame and celebrity often result from good looks, wealth, power and attention-getting behavior. Heroes work for the good of other people, often making sacrifices.
6. Identify people in the news who have authority over others. How have they and how might they show respect for the people who work for them?
7. Find an article about someone who broke the law. What have been the consequences for this person? Has he or she been found guilty in court? Has he or she lost rights or freedoms? Has the person paid a fine, spent time in jail, or done community service? What might have prevented this person from breaking the law? Which character traits did he/she lack? What might have helped? Was anyone in a position to stop him or her or offer him or her support at a critical time?
8. Find examples in newspapers of people working to improve their communities. Also, identify problems that might be solved if individuals or groups tackled them.
9. Using words and pictures from the newspaper, create a collage that represents a character trait such as caring or responsibility.

10. Choose someone from an article in the newspaper. On a piece of paper, make two columns. List the qualities of the person you do and don't admire about this person. Put an "X" by the qualities you possess yourself.

11. Cut out words and pictures from newspapers that show what it takes to be a good friend. What traits have you looked for? Why do you value them?

12. Select someone in the news who has a problem. Write a letter to Ann Landers as if you were that person. Trade your letter with a classmate. Then answer the letter, encouraging the behaviors and traits that you think would most help this person.

13. If you had all of the time and money in the world, what situation in your community described in the newspaper, would you try to change?

14. Organize a bulletin board or a scrapbook to which you add articles and photos that show people contributing to the community. Or add to your journal each day, writing about someone in the newspaper who works for the good of other people.

15. Cut and paste examples from newspapers of how people look. Write on strips of paper the things that you learn about people as you get to know them and put the strips inside the bag. Hand your bag to another student and share. Discuss what makes someone a "good person" not just good looking.

16. If someone feels he is not treated fairly, what can he do? Find examples in newspapers of people working to correct a situation that they see as unfair. Where did they turn for help? Did they turn to friends, the police, the courts or other institutions? Did they protest? Did they write letters to the editor of the newspaper?

17. Examine the comics. See what character messages or character traits are revealed in the comic strip. See if they can find comic strips with negative character messages (i.e. "put-downs", physical aggression", dishonesty", etc.)

18. Read the obituary column. What is mentioned about the person--their wealth; possessions; their contributions to their community? What character traits can you determine about the person?

19. Use "editorial cartoons" and have students write about or discuss the positive or negative character traits that are obvious or implied in the cartoon.

20. Ask your students to think of other ways that the newspaper articles and sections can be used to enhance character education. (Have them work in cooperative groups. They can be “very creative” with their ideas.)

21. Ask them to locate specific articles that refer to the “Commitment to Character” character traits. All character traits do not need to be included in the article. Have the students hi-lite the character trait words or messages.

---Sandra Cook, NIE, NC Press Foundation, February 1997

• **More Great Ideas of How To Use the Newspaper to Teach and Encourage Character Education**

- Find different articles in the newspaper that speak to “respect” issues and do the following:
 - Meet with small groups to make a list of ten stories in the news in which respect was not demonstrated.
- -Discuss the results of each act of disrespect.
- -Brainstorm ways society, families schools and individuals can foster more respectful behaviors in order to prevent these situations.
- -Why do many people, adults and children, demonstrate a general lack of respect and courtesy for others?
- Find a comic strip character that you like. List his/her character qualities.
- Find a comic strip character that is most like you. List all of the character traits you have in common.
- Look at ads in the newspaper. Then write down or “cut and paste” a “new add” or a “collage” that demonstrates “respect”.
- Make posters with slogans or picture collages that encourage or demonstrate respect for others on the environment.
- Find a story about a politician, sports or entertainment person in the newspaper. Is the story about the person being “respectful” or “disrespectful?”
- Find a story about a trial in the newspaper. Write a summary of the story. What was the outcome? Was justice served? Are you aware of famous trials where you think justice was not served or justice was served unfairly?

- There are many “conflicts” pictured in today’s comic strips. Find a comic strip where conflict is being demonstrated. Write a description of the conflict. What is the outcome? Suggest three ways the conflict could have been reached.
- Find a story in the newspaper about the law being broken. What was the punishment, if stated? What punishment do you think should be given for the law breaker?

Six Core Beliefs and Values about Character Education

1. Character education must be integrated into the very fabric of the school’s entire formal and informal curriculum, not approached as a stand alone initiative.
2. Adults must model behaviors they expect from young people.
3. Linkages must be made to connect school districts’ essential learnings, desired character traits, and workplace readiness skills.
4. The promotion of character education must be conceived and promoted as a partnership between parents, schools, community patrons business and faith community.
5. The resiliency research, coupled with findings from the cognitive sciences and developing a sense of community, provides the bedrock for programmatic decisions.
6. There will be no quick fix; it will take 10-15 years to realize significant improvements.

from the Character Educator, Winter 1997
 “The Iowa Project: Character Education as a
 Part of a Total School Improvement
 Efforts in North Iowa” by Beth Strike



Ten Reasons for Character Education

1. There is a clear and urgent need, as young people increasingly hurt themselves and others, because of unawareness and/or indifference to morals.
2. Transmitting moral values to the next generation has always been one of the most important functions of a civilization.
3. The school's role as character educator is ever more vital when millions of children get little moral teaching from their parents, communities or religious institutions.
4. Common ground exists on core moral values although there may be significant disagreement on the application of some of these values to certain controversial issues.
5. Democracies have a special need for moral education, because democracy is government of and by the people themselves.
6. There is no such thing a value-free education. Schools teach values every day by design or default.

7. Moral questions are among the great questions facing the individual person and the human race.
8. There is a broad-based and growing support for character education in the schools.
9. An unabashed commitment to character education is essential if we are to attract and keep good teachers.
10. Effective character education is a do-able job which improves student behavior, makes schools more civil communities and leads to improved academic performance.

from *Educating for Character*
by Professor Thomas Lickona
(Bantam, 1991)

CHARACTER QUOTES

No legacy is as rich as honesty.

...Shakespeare

Kind words can be short and easy to speak, but their echoes are endless.

...Mother Theresa

Of all the properties that belong to men, not one is as highly praised as character.

... Henry Clay

Our character is about who we are and who we choose to become.

...Duane Hodgkin

The noblest work of God is an honest man.

... Abraham Lincoln

Character...in matters of principle, stands firm like a rock.

...Thomas Jefferson

People of character are the conscience of society.

... Ralph Waldo Emerson

What a man's mind can create, a man's character can control.

...Thomas Edison

In influencing others, character and example are not the main thing;

they are the only thing.

...Albert Sweitzer

Character is much easier kept than recovered.

... Thomas Paine

It is not who is right, but what is right that is of importance.

...Thomas Huxley

The ideas that have lighted my way have been kindness, beauty and truth.

... Albert Sweitzer

The test of the morality of the society is what it does for its children.

...Detrick Bonhoffer

To educate a person in mind but not in morals, is to educate a menace to society.

...Theodore Roosevelt

Intelligence plus character; that is the true goal of education.

...Dr. Martin Luther King, Jr.

Make yourself the kind of person you want people to think you are.

...Socrates

Character is what we have after we listen to our conscience.

...Dan Rather

Only a virtuous people are capable of freedom.

... Benjamin Franklin

The truest friend, the liberty of his country, is he who tries to promote its virtue.

... Samuel Adams

The integrity of the upright guide them.

... Proverbs 11:3

Do unto others as you would have them do unto you.

... Hebrew wisdom

What lies behind us and what lies before us are the tiny matters compared to what lies within us.

... Ralph Waldo Emerson

Kindness is the language with which the deaf can hear and the blind can see.

...Mark Twain

Character is more important than intellect.

... Ralph Waldo Emerson

The best way to raise decent children is to make certain that they never see adults behaving in an indecent manner.

... Plato

The world is desperately in need of men and women of character who have the courage to do the right things about wrong conditions.

... Dr. Norman Vincent Peale

Without a moral and spiritual awakening, there is no hope for us.

... Dwight Eisenhower