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CHARACTER EDUCATION

by  
Patricia S. Friend

A Thesis

Submitted in partial fulfillment of the requirement of the

Master of Arts Degree

of

The Graduate School

at

Rowan University

May, 1999

Approved by \_\_\_\_\_

Professor

Date Approved May 1999

## Abstract

Patricia S. Friend

Character Education

1999

Dr. Ronald Capasso

Educational Leadership

The focus of this project was to develop and implement a character education program at the Upper Township Elementary School. This intern has endeavored to develop and implement a character education program at the Upper Township Elementary School in an attempt to improve interpersonal relations. This intern created a resource manual for teachers, assisted in the training necessary to implement this program, collected and analyzed data evaluating the effectiveness of the program.

During the duration of this research study, the intern developed and refined several leadership competencies in the area of school administration. This intern effectively applied human relation's skills when interacting with the major stakeholders of the organization. Positive communication were cultivated with individuals as well as with groups. The researcher actively listened and appropriately responded to the ideas and opinions of others. The change process was initiated and managed by the intern both as a leader and a participant of the leadership team. The intern formed a character education committee and the major stakeholders were encouraged to assist in the development and assessment of the scope and sequence and content of the character education curriculum.

## **Mini-Abstract**

**Patricia Friend**

**Character Education**

**1999**

**Dr. Ronald Capasso**

**Educational Leadership**

The purpose of this project was to develop and implement a character education program for the students at the Upper Township Elementary School. The findings of this study illustrated an improvement in student interpersonal relations and communication skills.

## Acknowledgments

I would like to thank my husband, Craig, who patiently dealt with my emotional outbursts throughout this stressful year. Thank you for always having faith in my abilities, even when I was doubtful. I would have never been able to accomplish this task without your calm support. Thank you for believing in me.

I would like to thank my greatest inspiration, my mother and my greatest supporter, my father. You both have provided me with the love and support necessary to be successful in life. I owe everything that I have achieved and will achieve to you. Thank you!

I would like to thank my mentor, Dr. James Burke, who had faith in my ability to succeed and become a leader.

I would like to thank my colleagues at the Upper Township Elementary School. In particular I would like to thank Cindy Myers and DyAnn Pollack, my dear friends who provided me with help, guidance, and advice when it was needed. Also, thank you to Suzi Pashuck, my character education partner, Kathi Cocuzza, Donna McFadden, and Grace DiGenni, coworkers who ensured the success of the cross grade partner program. I would like to thank Veronica Dull, my technological advisor and Tammi Pittaro, my distance learning partner.

Finally, I would like to thank my advisor, Dr. Ronald Capasso for his continual support and encouragement.

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## Chapter One

### Introduction: Focus of Study

"I challenge all our schools to teach character education, to teach good values and citizenship," the President told this to the nation on January 23, 1996 during his State of the Union Message. In proposing this challenge, he focused national attention on character education. President Clinton reiterated this message a year later in his 1997 State of the Union address when he stated, "Character education must be taught in our schools. We must teach students to be good citizens."

Character education is a movement that attempts to help students to understand, care about, and act upon core ethical values. These universal moral values such as honesty, respect, and responsibility cut across cultures. Character education teaches students to be moral people, with a stated set of values, for the good of our society.

The focus of this project is to develop and implement a character education program at the Upper Township Elementary School. Data will be collected through surveys, interviews, and observations. This project will be of interest for the School Board, administration, teachers, staff, students, parents and the community of Upper Township.

#### Purpose of Study

The purpose of this project is to develop and implement a character education program for the students at the Upper Township Elementary School using practitioner research resulting in improved interpersonal relations and communication skills. This intern seeks to acquire and refine skills necessary to be an effective leader in an educational institution.

Character education will be generally defined as a whole school effort to create a community of virtue where moral behavior such as respect, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced in everyday interactions.

Thomas Lickona a developmental psychologist and professor of education at the State University of New York stated, "Poll after poll finds that a great majority of Americans believe that the United States is in moral and spiritual decline." He continues that "The character education movement obviously can't by itself, save America's soul. But it's surely part of the solution."

In seeking to develop and implement the character education program this intern must develop and utilize the following leadership competencies.

- Identify, reflect upon, and articulate ethical beliefs and values.
- Apply human relation's skills in interacting effectively with others.
- Communicate with individuals and groups in a positive manner.
- Listen actively and respond appropriately to the ideas and opinions of others.
- Use effective public relations strategies to convey a positive image of the school.

### Definitions

The following terms and definitions will be used in this study.

- \* Caring- the concern for the well-being of others.
- \* Character- the life of right conduct; the right conduct in relation to other persons and in relation to oneself.
- \* Character Education- the development of knowledge, skills, and abilities that enable the learner to make informed and responsible choices.
- \* Class Meeting- a meeting of the whole class, emphasizing interactive discussion among class members.

- \* Cooperation- when two or more people work together by combining their talents and abilities to reach a common goal. Each person shows respect for the worth and dignity of others in the group.
- \* Fairness-treating people honestly and justly, respecting the rules of society and the rights of others.
- \* Honesty- being truthful and trustworthy.
- \* Integrity- being faithful to good principles and high ideals.
- \* Justice-treating people honestly and justly, respecting the rules of society and the rights of others.
- \* Leadership- the capacity or ability to lead.
- \* Respect- to show consideration for the worth of self, others, living things, the environment, property, and rules through words and actions.
- \* Responsibility-able to be trusted or depended upon to carry out duties in a timely way.
- \* Self Discipline- the ability to work hard in order to develop one's talents and reach distant goals.
- \* SCCP- (School as Caring Community Profile) an instrument allows schools to self assess themselves as caring communities (see Appendix A).
- \* Trustworthiness-dependable, faithful, reliable.

#### Limitations of the Study

The participants of this study will be the members of the character education committee, teachers, students, parents, and the community of Upper Township.

The selected site for this project is the Upper Township Elementary School. Since this program is scheduled for school-wide implementation, this intern will seek to involve all administrative, instructional, and support staff, students, and parents in the development and implementation of the program.

However, random sampling will be utilized to select subjects from each identified group of stakeholders to participate in the SCCP. SCCP is an instrument developed by the Center for the 4th and 5th Rs to help schools assess itself as a caring community. It identifies areas of strengths and areas for improvement.

Setting of the Study:

The early residents of Upper Township were the Lenni Lenape Indians. John Townsend settled in this area between 1680 and 1685. He was the leader of the Quaker religion as well as the founder and leader of the Upper Precinct. During those years, families came from Long Island to whale. Whalers turned to boat building, sailing, lumbering, and farming when the whale supply became meager. Salt making, glass blowing, cranberry harvesting, grist mills were other important industries of the day.

Today, Upper Township is the second largest township in Cape May County. The township consists of over 42,000 acres in the towns of Beesley's Point, Marmora, Palermo, Seaville, Tuckahoe, Greenfield, Marshalville, Steelmantown, Petersburg, and Strathmere. The majority of the township is located on the mainland. Portions of the area lie in tidal and marsh land.

According to the 1990 census, the population of the township has increased 213% in the past twenty years. Resident population was reported to be 10,681. The minority population reported was: 59 Black; 9 American Indian/Eskimo; 80 Asian; 109 Hispanic; 31 Other (County Census, 1990).

County planners estimate the population of Upper Township to reach 12,500 by the year 2000. Rapid growth has transformed the township from a rural to a suburban community with many young and expanding families.

The median age of residents is 34.3 years with 59.7% between the ages of 18 and 64. The 1996 tax rate is 1.468 with .939 of taxes allocated for the schools. There is no local purpose tax because the B. L. England Electrical Plant is located in the township.

The majority of Upper Township residents are blue-collared workers however, the low tax rate, good school system, and large buildable lots have attracted many professional people. According to the 1990 census, the median family income was \$48, 498. There are approximately 457 families living in poverty with a median income of \$17,616. Many residents are employees of the Atlantic City casinos.

In 1994, under the guidance of a new superintendent, the Upper Township School District developed an implemented a strategic plan and mission statement. The mission statement of the Upper Township School District is as follows:

"The Upper Township School District is entrusted with the responsibility of educating its children in a stimulating environment which will foster and nurture a life long love of learning.

This responsibility will be carried out in a supportive, collaborative environment designed to encourage intellectual curiosity, innovation, and creativity. Educational experiences will be provided to meet the individual needs of each student. In all of our plans and actions we will be driven by the long term best interest of our students."

The District's goals and objectives were derived from the New Jersey State goals. They are:

- \* All students should start school ready to learn.
- \* The high school graduation rate shall be at least 90 percent.

- \* Pupils shall leave grades four and eight having demonstrated competency and mastery in communication skills, mathematics, science, social studies, health, physical education, and fine, practical, and performing arts.
- \* Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- \* All pupils shall increase their achievement levels in science, mathematics, and technology to contribute to our country's ability to compete academically with all other countries of the world.
- \* Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- \* District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning in order to develop the ability to maintain one's mental, physical, and emotional health.
- \* The Superintendent shall develop a written educational plan for the district, approved by the Board of Education. This plan shall be reviewed and adopted annually and shall include: Various goals, needs, programs, objectives, and assessments.

The Upper Township School District consists of three schools: the primary school (grades K-3), the elementary school (grades 4-5), and the middle school (grades 6-8). High school students attend Ocean City High School as per a seventy-five year sending/receiving relationship. The district also provides an adult education program as well as an extensive community education program.

The Upper Township School District is a Type II district. There are nine members elected to the school board. The school board proposes a budget and voters choose to ratify or decline the budget. The budget has been accepted for the past five years.

Budget revenue is derived from local taxes (37%); state funding, (45%); federal funding, (1%); and other sources, including receipts from the B.L. England Generating Station (17%).

Classroom salaries and benefits account for 62% of the total expenditures for the 1996-1997 year. This figure is slightly higher than the state average of 61%. Administrator outlay comprise 9% of the total expenditures, 2% lower than the state average of 11%. In 1996-1997, the total cost per pupil was \$7,420. The state average was \$8,850.

In 1996-1997, 71% of the faculty possessed a Bachelor's degree, 27% held a Master's degree, and 2% held PhD's. In 1996-1997, the faculty attendance rate was 96.9%, slightly higher than the state average of 96.3%. The ratio of faculty to student was 13.6:1 as compared to the state average of 14.2:1. The student to administrator ratio was 590:1 higher than the state average of 329:1 (Snapshot, 1997).

The Upper Township Elementary School was built in 1952. It has been expanded two times, in 1959 and in 1963. Currently the school is at capacity, four portables are being utilized to house half of the third grade, while the other half resides at the Primary School. Enrollment for the school is 590. The average class size is 24 students, with a student-faculty ratio of 13.6:1.

The principal of the Elementary School considers the school to be "a vibrant blend of teachers, students, administration and community working together in the best interests of its children". Families are encouraged to be involved in their children's education on a daily basis. School based decision making has evolved into a site-based model where our Planning Team of parents, teachers, community members, and administration collaborate on decisions that affect the school. The Parent Teacher Association represents a cross-section of the community and provides financial and human support for the school.

The Language Arts/Literacy program emphasizes the importance of reading using authentic literature as a core component. Speaking, listening, and writing skills are stressed.

The Writers in the Schools program provides the students with an Author -in-Residence which promotes quality writing experiences. Upper Township Elementary School has been identified as a "Best Practice" school in the state of New Jersey. This recognition was achieved in the area of Social Studies. The mathematics program challenges students to make connections between mathematics and its everyday application. In the area of Science, students are given the opportunity to develop problem-solving and decision making skills through experiments, observations, and interpreting data. Expanding Internet access throughout the building has enabled students and staff increased interaction with a plethora of current information. Distance learning has been recently introduced. This equipment coupled with teacher training will enable students to experience "real-life" learning experiences from anywhere in the world.

All students attend physical education classes two times a week, art, music, library, and the computer lab once a week. The Physical Education program strives for proper physical, mental, and emotional growth and development. The fifth grade students receive musical instrument and world language instruction one time per week. The school provides remedial classes for language arts and instruction, resource rooms for special education students, and in-class support programs for both special education and basic skills students. Special education students comprise 10% of the total population, Basic Skills students make up 14.4%, and Impact students (gifted) consist of 18%. Speech instruction, counseling, and programs for the academically and artistically talented are offered (Snapshot, 1997).

### Significance of the Study

According to Dr. Eric Berger, Assistant Superintendent of Locust Valley School District, "Character education is having an effective influence on our school. Fewer students are being brought to the office for disciplinary reasons. I also see the growth of empathy. When I announce award winners at an assembly, I see many more children clapping and smiling at the winners and shaking their hands."



Brookside Elementary School in Binghamton, NY is in its third year of implementing a K-6 character education program. One teacher reported, "Character education has brought about a visible difference in the behavior of our students. I spend much less time on discipline that I used to. Respect is evident in both words and actions. I think it's really working."

The character education program will make a contribution to administrators, teachers, students, parents, and the community. The identified goal is to develop and implement a curriculum in an attempt to create a climate that is dedicated to teaching respect, responsibility, and other core ethical values as the basis of good character.

### Organization of the Study

Chapter Two will focus upon the review of current literature of this research study. Information concerning character education will be located, evaluated, and synthesized by the intern. This chapter will provide information concerning the context of the study as well as providing support for the rationale for the need for the study.

Chapter Three will delineate the design of the research study. This chapter will address five areas related to the research design of the study. Initially, the intern will provide a general description of the research design followed by a detailed description of the development and design of the actual research instrument used in the study. A description of the sample and sampling techniques used in the study will be outlined by the intern. The intern will conclude by supplying an intricate description of the data analysis plan.

Research findings will be presented in Chapter Four. This chapter will convey relevant information found during the study and asseverate the relevance of this information.

Chapter Five will describe the major conclusions and corresponding implications of the study as well as highlight conclusions and implications of the study on the intern's leadership growth.

## Chapter Two

### Review of the Literature

#### Nature of Character Education

The purpose of this project is to develop and implement a character education program for the students at the Upper Township Elementary School using practitioner research resulting in improved interpersonal relations and skills. At this stage of the research character education will be generally defined as a whole school effort to create a community of virtue where moral behavior such as respect, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced in everyday interactions (Lickona, 1996).

This review of literature will define the context of the research study within the educational community. This intern will seek to give credence to the purpose and worthiness of the study. In an attempt to apply insights to the research study, this intern will seek to gain cognition in the area of character education through the literature review.

According to the University of Illinois Cooperative Extension Service Program Profiles, character education is the development of knowledge, skills, and abilities that enable the learner to make informed and responsible choices. It involves a shared educational commitment that emphasizes the responsibilities and rewards of productive living in a globally diverse society. Character education enables students to come face to face with the realities of life. It encourages them to think critically and then act responsibly. Character development provides a foundation upon which we can build respect for human dignity and create twenty-first-century schools that will empower students to achieve excellence (Gholar, 1998).

In his 1997 Georgia Humanities Lecture, Thomas Lickona stated that "character education is arguably the fastest growing educational movement in the nation today. Character education is the deliberate effort to teach virtue, not just letting kids decide for themselves what is right and wrong. The school stands for virtues and promotes them explicitly at every turn. It's not just talk; thinking and discussing are important, but the bottom line is behavior." Lickona feels that character education is a whole-school effort to create a community of virtue, where behaviors such as respect and honesty are modeled, taught, expected, celebrated, and continuously practiced in everyday interactions. The Greek philosopher Aristotle felt that virtues are not just mere thoughts; they are habits we develop by performing virtuous acts. Psychologist Paul Vitz views character development as a "performing art". "When the young are repeatedly led to perform virtuous actions, they will come to think of themselves as good people" (Lickona, 1997).

Character education is rooted in objective morality, the idea that some things are truly right and some truly wrong. As stated by Lickona, "Character educators typically define right and wrong in terms of 'core ethical values' such as respect, responsibility, honesty, caring, fairness, and self-control. Many argue that these core values have objective moral worth because they are good for the individual, good for schools, good for society, and consistent with universal moral principles. When we do not act in accord with these basic values, we create problems for ourselves and others (Lickona, 1996).

According to Lickona, within the past five years, the character education movement has mushroomed into a national movement. "The past three years have seen a spate of books on the subject; the formation of three national organizations dedicated themselves to putting character development at the top of the nation's educational agenda; congressional action to fund character education initiatives; a presidential endorsement; two White House conferences; state mandates requiring that school spend some time every day on character education; the creation of

university-based centers and summer institutes to help school districts start character programs; and a flurry of media attention to the movement" (Lickona, 1996).

### History of Character Education

Character education is not a new concept. Issues that focus upon moral development and character formation date back to Aristotle's Nichomachean Ethics and Socrates' Meno (Huitt, 1998). Aristotle believed that character development was the primary purpose of education (Cunningham, 1997).

This focus upon character development has continued through modern times. According to Huitt, during the last several hundred years character education has been seen as a primary function of education. John Locke, 17th century philosopher, advocated education as education for character development. 19th century English philosophers reiterated this theme. John Stuart Mill stated, "development of character is a solution to social problems and a worthy educational ideal". Herbert Spencer felt that "education has for its object the formation of character" (Huitt, 1998).

According to Cunningham, early American educators felt the character of students could be formed by public schools. They believed the positive effect on character would ensure the survival of the republic. Noah Webster, an early advocate of public education, wrote, in "On the Education of Youth" (1787-88):

The only practicable methods to reform mankind, is to begin with children to banish, if possible, for their company, every low bred, drunken, immoral character. Virtue and vice will not grow together in great degree, but will grow where they are planted, and when one has taken root, it is not easily supplanted by the other. The great art of correcting mankind consists in prepossessing the mind with good principles.

In 1836 William McGuffey introduced the McGuffey Readers as a way to teach schoolchildren the natural virtues embraced by all faiths and secular society.

More than one hundred million copies of these readers were sold as a way to ensure that schoolchildren had a daily diet of inspiring tales teaching virtues of hard work, sacrifice, altruism, honesty, loyalty, and courage (Lickona, 1996).

Horace Mann, a proponent of the American Common School Movement, advocated the development of morality in children from their youngest years because democracy demands moral citizens (Lickona, 1996). 20th century philosopher and educator, John Dewey viewed moral education as the school's central mission (Huitt, 1998). He wanted schools to create well-rounded individuals with strong moral character. Dewey's Democracy and Education served as a stimulus for the Character Education Movement of the 1920's and 1930's. According to Cunningham, this movement was an attempt to enforce American standards of behavior, an attempt to create good citizens who would respect life, liberty, and property. This movement inspired many schools to develop extracurricular programs in student government, community service, and athletics. Other non-school organizations such as Boy Scouts and 4-H were by-products of the character education movement (Cunningham, 1997).

Character education was de-emphasized with the onset of the Depression and World War II. However many educators as well as the public believed character education constituted an important aspect of American education. Spears survey of members of Phi Delta Kappa on goals of education showed the following ranking of the goals of public schools (Huitt, 1998):

1. Develop skills in reading, writing, speaking, and listening;
2. Develop pride in work and feeling of self-worth; and
3. Develop good character and self-respect.

In terms of defining good character, educators stated that this should include developing:

1. Moral responsibility and sound ethical and moral behavior;
2. Capacity for discipline;

3. A moral and ethical sense of the values, goals, and processes of a free society;
4. Standards of personal character and ideas.

In the 1950's with the development of the Soviet satellite "Sputnik" American educational goals were altered dramatically. This occurrence led to the renewed emphasis on academics in America's schools.

The relative lack of interest in character education in the last three decades has begun to change (Lickona, 1991). "Building Character in the Public Schools", a program endorsed by the National Schools Boards Association was presented to the United States Department of Education in 1987. This program was designed to enhance character development in the schools through the involvement of more than 15,000 local school boards in the country. The project had two overall goals:

1. To heighten national awareness of the importance of character development programs in local public schools to the continued success and stability of American society; and
2. To encourage the establishment and improvement of character development programs in public elementary and secondary school (Huitt, 1998).

According to Lickona, a perusal of current literature indicates "an effort to integrate modern techniques-such as cooperative learning, class meetings, conflict resolution, community service, and moral reflection- into a 'comprehensive approach' that blends the best of the old and new" (Lickona, 1996).

#### Purpose for Character Education

Today, moral education has become one of the biggest concerns of the public since our society is faced with an increasing amount of juvenile crime. According to the twenty seventh annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, the American public has pointed out a "lack of discipline" as what it sees as the biggest problem for local public schools (Elam & Rose, 1995).

According to Ikemota, in 1983, 2951 children and teens in the United States died from gunfire. Ten years later, in 1993, 5,751 people under the age of twenty died at the hands of a gun - a ninety-four percent increase over the decade (Ikemota, 1996).

Lickona states that several recent polls have indicated that the majority of Americans believe the United States is in moral and spiritual decline. He has identified ten troubling youth trends, documented by various studies and confirmed by everyday observation:

1. Rising youth violence (juvenile violent crime increased sixfold from 1960-1992)
2. Increasing dishonesty (lying, cheating, and stealing)
3. Growing disrespect for parents, teachers, and other legitimate authority figures
4. Increasing peer cruelty
5. A rise in prejudice and hate crimes
6. The deterioration of language
7. The decline in the work ethic
8. Declining personal responsibility and civic responsibility
9. A surge of self-destructive behaviors such as premature sexual activity, alcohol and drug abuse, and youth suicide
10. Growing ethical illiteracy, including ignorance of moral knowledge as basic as the Golden Rule and the tendency to engage in destructive behaviors without thinking it wrong (Lickona, 1997).

According to Ikemoto, a report by the Children's Defense Fund, based on data from the National Center for Health Statistics revealed that the killing of children by guns continues to escalate. The report finds that the 5,751 youths killed in the United States in 1993 was more than three times the total number of gun related killings in Australia, Belgium, Canada, the United Kingdom, France, Germany, Holland, Norway, Spain, Switzerland, and Finland combined.

In addition more preschoolers than police officers or United States Soldiers shot in the line of duty were killed by guns in 1993 (The Christian Science Monitor, 1995).

American Association of School Administrators (AASA) and the National School Boards Association have approved jointly a statement endorsing character education in the nation's schools. It reads:

"Nations rise and fall with the character of their people. If our nation is to survive and prosper, then present and future citizens must be committed to high ethical standards and values that support a free, democratic and civil society.

Children should understand the need to be responsible for their own actions and that their actions affect the lives of others. They should emerge from the education system valuing honesty, integrity, effort, trustworthiness, respect, responsibility, fairness, caring, and citizenship. They should be prepared to resolve conflict through reasoning rather than violence. They should also understand and celebrate the diversity that ultimately enriches our society.

Therefore, the AASA and the NSBA endorse the continuing need for character education in the nation's public schools. Knowing that character drives personal, professional and civic decisions and understanding that others provide a variety of ethical examples, NSBA and AASA realize that character education programs are most effective when they are developed in concert with the local school community."

#### Research Findings of Character Education

In 1996, the National Character Education Partnership released in the publication, Character Education in U.S. Schools: A New Consensus, four outcomes for effective character education. It states: "Effective K-12 character education:

1. Helps make schools more civil and caring communities
2. Reduces negative student behavior such as violence, pregnancy, substance abuse, and disrespect for teachers, parents, and peers



3. Improves academic performance

4. Prepares young people to be responsible citizens and productive members of society (Lickona, 1997).

According to Dr. Eric Berger, Assistant Superintendent of Locust Valley School District in Long Island, New York, "Character education is having an effective influence on our school. Fewer students are being brought to the office for disciplinary reasons. I also see the growth of empathy. When I announce award winners at an assembly, I see many more children clapping and smiling at the winners and shaking their hands" (Berger, 1996).

Brookside Elementary School in Binghamton, NY is in its third year of implementing a K-6 character education program. One teacher reported, "Character education has brought about a visible difference in the behavior of our students. I spend much less time on discipline than I used to. Respect is evident in both words and actions. I think it's really working" (Lisy-Macan, 1997).

In the early 1980's, the Child Development Project (CDP) sought to answer the question: "Does a multifaceted character development program, begun in kindergarten and sustained throughout a child's elementary school years, make a measurable and lasting difference in a child's moral thinking, attitudes, and behavior?" In a longitudinal study, students in three CDP elementary schools were compared to students in control schools. The CDP students were observed to be:

1. more considerate and cooperative in the classroom
2. more likely to feel accepted by peers
3. more skilled at solving interpersonal problems
4. more strongly committed to democratic values such as including everyone in a decision (Center for the 4th and 5th Rs, 1998).

In a follow-up study in eighth grade, students who had participated in the CDP program showed stronger conflict resolution skills, had greater self-esteem, were involved in more extracurricular activities, and were less likely to use alcohol and illegal drugs (Lickona, 1997).

According Cheryl Gholar, of the Cooperative Extension Services, character education has been introduced to more than 70,000 students in Cook and Will counties in the state of Illinois. This service has provided significant support to school improvements to more than 175 schools in the two counties. A survey found that ninety percent of the principals from those schools felt that character education has improved the overall school climate as a result of improved relationships between teachers and students. Eighty percent reported decreases in discipline problems and vandalism (Gholar, 1998).

#### Models of Character Education

In 1996, the Calvert County Public School system received a four year federal grant through the Maryland State Department of Education to cultivate a character development program that allows educators to work closely with parents, students, and the community to help students become educated citizens who can contribute to a better society. The grant identified five character traits that must be addressed in any program that received grant monies. Calvert county suggested that it was each school's responsibility to develop and implement strategies in their own school based upon the unique needs of their students and community (Calvert County Public Schools, 1997).

Brookside Elementary School in Binghamton, NY implemented a character education program in 1994. The school's slogan is, "Good character is what you feel in your heart, what you think in your head, and what you do with your hands." Features of this initiative include:

1. Focus on a monthly character attribute.
2. Provide staff development.

3. Integrate character education into every classroom in the form of class meetings, character journals student council, cooperative learning, buddy classes, and the use of children's literature in the language arts and social studies curriculum.
4. Furnish release time for faculty.
5. Display a visual culture that communicates and reinforces character expectations.
6. Develop a "Caring Calendar" written by students and sent home to parents, offering daily suggestions for how to demonstrate the month's virtue.
7. Conduct monthly assemblies in which students share what they have learned regarding the word of the month.

According to Lynn Lisy-Macan, Brookside principal, "Character education has given our school a common goal. It's not just a program-it's who we are" (Lisy-Macan, 1997).

Carl Campbell, principal at Dry Creek Elementary School in Clovis, California has helped to facilitate a Value of the Month program. For an entire month, the whole school focuses upon the same value. "Teachers talk to their students about the value of the month making connections, for example, with classroom incidents that arise. They work it into writing assignments. They do special projects and displays related to the value. Students also bring in books or articles that tell about a person or incident that exemplifies the value. Teachers take heart from the fact that they are all working together on a common value, something that is becoming part of the shared moral vocabulary that defines the comon moral culture of the school" (Campbell, 1998).

Character education is important to both individual students and society. The maintenance of democracy depends on people respecting one another, on civility, and on personal ethics. A primary function of public education is to prepare students for their roles as citizens. We cannot expect them to obey the law, be responsible, and act with civility if we fail to give them necessary instruction (ASCD, 1998).

## Chapter Three

### Design of the Study

#### Research Design

The purpose of this project is to develop and implement a character education program for the students at the Upper Township Elementary School primarily using qualitative action research resulting in improved interpersonal relations and skills. At this stage of the research, character education will be generally defined as a whole school effort to create a community of virtue where moral behavior such as respect, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced in everyday interactions (Lickona, 1996).

The intern will begin this endeavor by developing a working design for the research study. This will be accomplished by identifying the subjects to be studied and selecting a site. The identified subjects participating in this study will be the fourth and fifth grade students and staff at the Upper Township Elementary School, a natural educational setting. The variables were selected based upon convenience and availability rather than randomly. The study will begin in September 1998 and commence in March 1999.

The second major component of the research design will be the creation of a working hypothesis. The intern will produce a research statement pertinent to the study. The following research statement will be used in this study:

A study of the effects of a character education program on the interpersonal skills and relations between students and students and staff at the Upper Township Elementary School.

To ensure consistency in the research study, the variables and conditions of the study will be defined operationally.

## Operational Definitions

1. Effects-results reported on the SCCP, observations, and discipline referrals
2. Character Education Program- whole school effort to create a community of virtue where moral behavior such as respect, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced in everyday interactions
3. Interpersonal Skills- relations between persons at the Upper Township Elementary School
4. Students - students in grades four and five
5. Staff- administrative, instructional, support, and custodial personnel

## Research Instruments

In qualitative research the intern is considered the research instrument. Data collection is ongoing and the intern is in control for the duration of the experiment. The intern will make all the decisions concerning the data to be collected. The researches' s perspective are highly influential in qualitative research (Wiersma, 1991).

The intern will develop a resource manual for the character education program (see Appendix B). This manual will include a monthly theme for classroom and school focus. A detailed description of each theme as well as detailed lesson plans and activities will be included in the manual. All staff will receive training concerning the implementation of this program. All students in grades four and five will receive instruction in character education, to serve as the treatment in the study.

The School as a Caring Community Profile (SCCP) will be administered to select stakeholders in the organization. The SCCP is an instrument developed by the Center for the 4th and 5th Rs to help schools assess itself as a caring community. It identifies areas of strengths and areas for improvement.

This profile will be administered before implementation, to plan steps to strengthen the school's character education effort and at the conclusion of the program, to assess the progress of the character education program. In addition, the intern will participate in a quarterly review of discipline referrals for the Upper Township Elementary School. Informal observations and interviews will also be implemented to gather additional data. The interview format will be developed by the intern (see Appendix C).

### Sampling Techniques

The selected site for this study will be the Upper Township Elementary School. Since this program is scheduled for school-wide implementation, this intern will seek to involve all administrative, instructional, and support staff, and students in the development and implementation of the program. However, random sampling will be utilized to select subjects from each identified group of stakeholders to participate in the SCCP and the observations.

The population for this research study will be the fourth and fifth grade students, teachers, support staff, and administration at the Upper Township Elementary School. A sample of these stakeholders will be selected to participate in the SCCP. The sample in this research study will be representative of the larger population of the Upper Township Elementary School. Every member of the school population will have the same nonzero possibility of being selected to take the SCCP.

Due to the large number of students in grades four and five, cluster sampling will be used to identify participants. Cluster sampling involves the random selection of clusters, homerooms, from the larger population of the entire school. There are eighteen heterogeneously grouped homerooms with an equal distribution of boys and girls at the Upper Township Elementary School. Ten homerooms will be selected to take the SCCP. A simple cluster arrangement will be used to assemble the sample. The intern will use a random number table to select five names from each grade level to participate in the SCCP. The numbers 1-5 will be placed in a basket.

Each number will correspond to a particular homeroom. Each homeroom teacher in grade four will be assigned a number. Five numbers from each grade level will be chosen. This process will be repeated for fifth grade. These homerooms will complete the SCCP at the beginning and conclusion of the program.

The cluster arrangement will be repeated to assemble the sample for the professional, nonprofessional, support, and custodial staff. In this case, the entire population will also be the sample. Since there is only one administrator in the building, a sample will not be necessary.

The intern will again repeat the simple cluster technique to determine the sample of the student body, professional, nonprofessional, support, and custodial staff to conduct the interviews and observations.

#### Data Collection Approach

The intern will administer School as Caring Community Profile (SCCP) to teachers, administrators, professional, non-professional staff, support staff and students. The SCCP will detect areas of soundness and areas needing development. Areas of relatively low ratings, and areas where there are significant discrepancies between ratings by different groups, can become the focus of steps to strengthen the school as a caring community.

The intern will create an interview to administer to the identified sample of teachers, administrators, professional, nonprofessional, and support staff. A sample of students will also be included in this activity. The purpose of this interview will be to identify these stakeholders' perceptions of the character education program.

The informal observations will be randomly conducted by the intern. This technique will be employed to collect anecdotal evidence concerning the interpersonal relationships

between students and students. The relationship between students and the staff as a whole will also be observed. The intern will attempt to record all relevant information in an unobtrusive manner.

A quarterly review of discipline referrals will be conducted and compared to the previous year's statistics. From this comparison of data, the intern will infer the effect of the character education program on the discipline referrals.

### Data Analysis

The data will be analyzed and interpreted through data reduction and organization, checking hypothesis and descriptions.

The data analysis will begin soon after initial the data collection begins. The intern will continually assess and refine the research question while collecting the data. This type of research will require the intern to organize the information collected and reduce the data. While participating in data reduction, categories may emerge for classifying information. The intern will make comparisons with the initial theories to the newly collected information. An attempt will be made to accurately describe and interpret the phenomenon. The intern will strive to contextually describe the phenomenon and base the interpretation of data on the descriptive nature of the obtained information.

The intern will endeavor to synthesize the information obtained through the SCCP, interviews, observation, and discipline referrals in an attempt to holistically explain the phenomenon under study and provide a descriptive analysis of the data collected. This research will be examined by the intern in an attempt to aid in the decision making at the Upper Township Elementary School.



## Chapter Four

### Presentation of Research Findings

This chapter will endeavor to answer two major questions, "What information was found?" and "What does it mean?" Data was collected through several modes including, the SCCP administered to professional staff, non-instructional staff, and the student population, a review of discipline referrals, teacher interviews, and student surveys (see Appendix A-D). The setting of this research study was the Upper Township Elementary School. Students and staff were randomly selected to participate in the data collection effort.

The School as a Caring Community Profile (SCCP) is an instrument to assist schools in assessing itself as a caring community. This instrument contained twenty items which required participants to rate items from one, indicating that the behavior was demonstrated rarely to five which indicated that the behavior presented itself almost always. This profile was administered to twenty-two teachers, one hundred and fifty students, and seven non-instructional personnel in November of 1998. Data was reduced and coded. This intern sought to identify areas of strengths and areas for improvement.

The following information was obtained through the data collection and analysis task:

- \* Fifty-nine percent of teachers and fifty-seven percent of non-instructional personnel indicated that students treat classmates with respect more often than not and twenty-seven percent of the students reported that they treat schoolmates with respect approximately fifty percent of the time
- \* Fifty-nine percent of teachers and thirty-one percent of students indicated that students respect others' personal property more often than not and forty-three percent of the non-instructional staff indicated that students demonstrate respect for personal property only sometimes.

\*Sixty-three percent of teachers and forty-three percent of non-instructional staff stated that students behave respectfully toward teachers more often than not. Forty-one percent of students felt that they behave respectfully toward teachers almost always.

\*Forty-one percent of teachers and forty-three percent of non-instructional staff claimed that students behave respectfully toward other school staff more often than not. Thirty-two percent of students replied that they behaved respectfully toward school staff members almost always.

\* Forty-one percent of teachers, twenty-nine percent of non-instructional staff, and thirty-one percent of students reported that students treat school property respectfully more often than not.

\* Seventy-three percent of teachers and thirty two percent of students indicated that students share more often than not and forty-three percent of non-instructional staff stated that students share what they have fifty percent of the time.

\* Fifty-five percent of teachers attested that students help each other, even when they are not friends more often than not, forty-two percent of non-instructional staff replied that students demonstrate this behavior only sometimes, and twenty-seven percent of students indicate that they help others, even those who are not friends about fifty percent of the time.

\*Forty-one percent of teachers and twenty-seven percent of students claimed that students refrained from put-downs more often than not and forty-three percent of non-instructional staff reported that students abstain from put-downs sometimes.

\*Eighty-two percent of teachers, forty-two percent of non-instructional staff, and thirty three percent of teachers feel that students work well together almost always.

\*Half of teachers and twenty-seven percent of students indicated that students refrain from picking on others or excluding them because they are different more often than not. Forty-three percent of non-instructional staff stated that this behavior occurs sometimes.

\* Thirty-six percent of teachers reported that students listen to each other during class discussions more often than not, while thirty-six percent of students considered this behavior to appear almost always.

\* Thirty-six percent of teachers stated that older students are kind to younger students more often than not, forty-three percent of non-instructional staff have observed this sometimes, while twenty-three percent of students feel this occurs almost always.

\*Thirty-six percent of teachers asserted that students solve conflicts without fights, insults, or threats more often than not, fifty-seven percent of non-instructional staff expressed that students illustrated these behaviors fifty percent of the time, and twenty-four percent of students feel that they solve conflicts peacefully sometimes.

\*Thirty-six percent of teachers indicated that students apologize for a hurtful action more often than not, twenty-eight percent of non-instructional staff asserted that this behavior occurs rarely, and twenty-seven percent of students responded that it presents itself almost always.

\* Sixty-eight percent of teachers answered that students help new students feel accepted almost always, twenty-nine percent of non-instructional staff reported that this rarely happens, and forty-one percent of the students feel it occurs almost always.

\*Thirty-two percent of teachers, twenty-nine percent of non-instructional staff, and twenty-seven percent of students indicated that students try to stop hurtful behavior almost always.

\* Fifty percent of teachers replied that students attempt to console peers who are experiencing a sadness almost always and twenty-nine percent of non-instructional staff and thirty-nine percent of students reported that this occurred almost always.

\* Fifty percent of teachers view students as patient and forgiving as often as not, twenty-nine percent of non-instructional staff and twenty-six percent of students feel that students are patient and forgiving almost always.

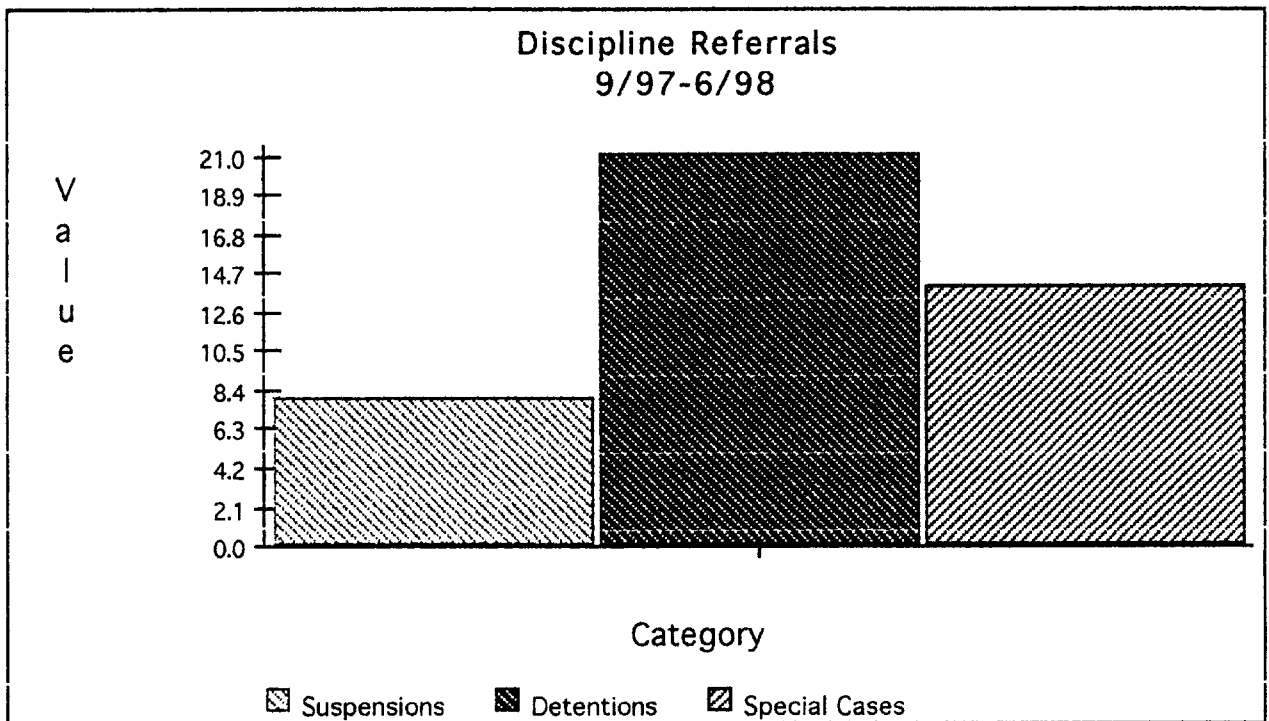
\* Thirty-six percent of teachers and twenty-nine percent of non-instructional staff verified that students show good sportsmanship sometimes while twenty-four percent of students feel that students show good sportsmanship almost always.

According to the SCCP the stakeholders of this organization view the Upper Township Elementary School as a caring community. This profile gave insights from three separate points of view, the perspective of the classroom teacher, the position of a non-instructional staff member, primarily interacting with students in the cafeteria and on the playground, and from the vantage point of a student. Many areas of strength were noted, as were areas needing improvement. Based upon the data presented, the teachers and the students surveyed indicated that they viewed the students as behaving respectfully and interacting appropriately with other students greater than fifty percent of the time. However, the non-instructional staff noted that these behaviors occurred less than fifty percent of the time. This intern feels that the discrepancy in the data is due to the location and situations in which the non-instructional staff interacts with the student body. Due to this data, the cafeteria and the playground will become an area of focus for the character education movement.

The intern compared discipline referrals from the 1997-1998 and 1998-1999 school years. The referrals were divided into three groups, detentions, suspensions, and special cases. Detentions were issued for code of conduct violations while suspensions were issued for more severe infractions. Special cases were handled on an individual basis. The principal solely had the authority to issue these disciplinary measures.

The following graph illustrates the data collected regarding the discipline referrals for the 1997-1998 school year.

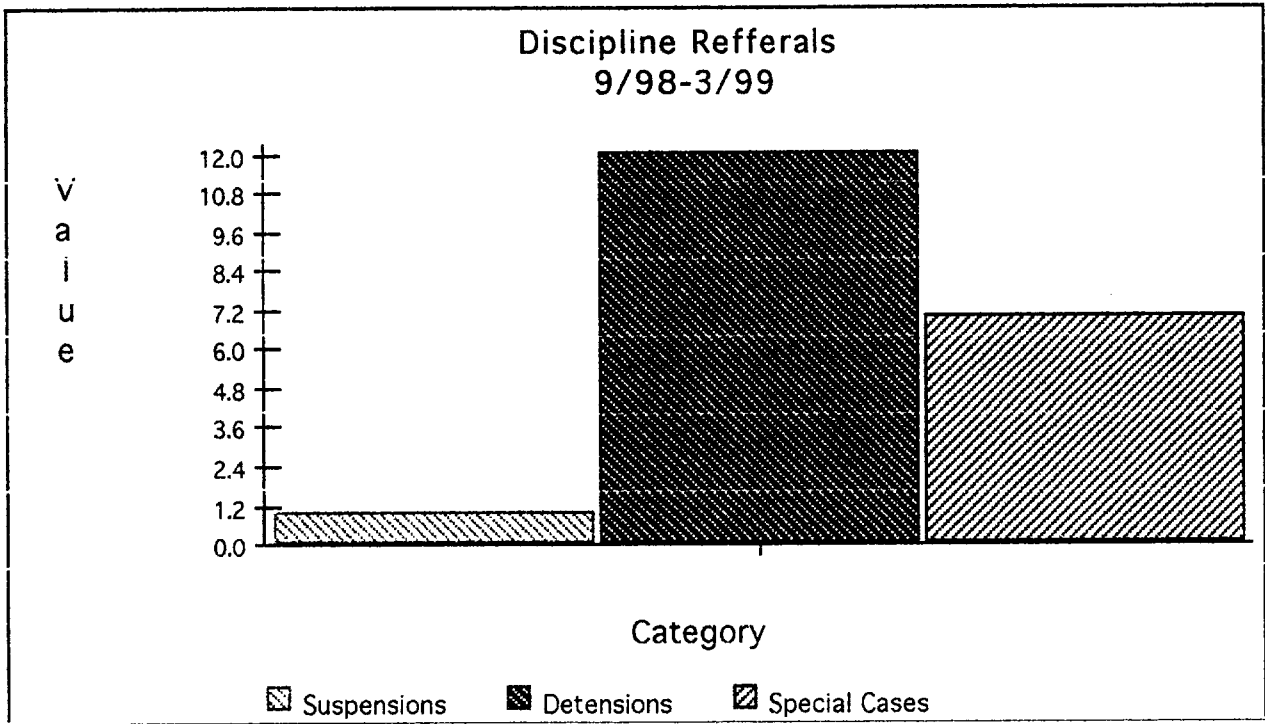
Table 1



As the graph indicates, there were a greater number of detentions than suspensions or special cases for the 1997-1998 school year.

The following graph illustrates the data collected from September 1998 to March, 1999.

Table 2



The graph indicated that the number of suspensions, detentions, and special cases has decreased. The principal of the Upper Township Elementary School indicated that he views character education to be a contributing factor to this decrease in disciplinary action.

A follow up character education survey was administered to one hundred seventy nine randomly selected fourth and fifth grade students. The survey contained ten questions which required an affirmative or negative response. The survey was designed to assess the school's progress in improving interpersonal relations in the school based upon student perceptions.

The following information was obtained through the data analysis process:

- \* Seventy-three percent of students feel that they treat their classmates and schoolmates with respect.

- \* Seventy-eight percent of students perceive students as behaving respectfully toward their teachers.
- \* Sixty-eight percent of the student body observe that students behave respectfully toward all other staff members.
- \* Forty-seven percent of students believe that students care about and help each other, even if they are not friends.
- \* Thirty-six percent of students sense that students pick on each other because they are different.
- \* Forty-nine percent of students expressed that students solve conflicts without fighting.
- \* Fifty-four percent of the students stated that students try to stop other students from being mean.
- \* Eighty-four percent of students indicated that students help new students make friends and feel accepted.
- \* Sixty-eight percent of students think that students treat school property with respect.
- \* Sixty-three percent of students reported that student behavior has improved because of character education.

The intern conducted four interviews with classroom teachers to assess their perceptions of the character education program at the elementary school. The following data was reported. Honesty was indicated as being the value most important to teachers while making daily decisions in the classroom and school. The participating teachers stated that they frequently incorporate character education into daily classroom routines through class discussions. Integrating character education with a variety of curricular areas surfaced as a common practice among the teachers. Teachers attested that students are more aware of their behavior and have made an effort to improve. A need for this program was indicated.

Teachers reported that anything that can be done to reinforce good character is worthwhile.

Suggestions for improvement stated the need for more time in the day to incorporate this program.

This data collection and analysis task has provided the intern with valuable information necessary to make informed decisions regarding the success and future of the character education program.



## Chapter Five

### Conclusions, Implications, and Further Study

The focus of this project was to develop and implement a character education program at the Upper Township Elementary School. This intern has endeavored to develop and implement a character education program at the Upper Township Elementary School in an attempt to improve interpersonal relations. This intern created a resource manual for teachers, assisted in the training necessary to implement this program, collected and analyzed data evaluating the effectiveness of the program.

This intern has determined that the development and implementation of a character education program at the Upper Township Elementary School has made an positive impact on the overall culture of the school and organization.

As a result of the Character Education initiative, the Upper Township Elementary School has committed itself to developing and implementing strategies necessary to foster opportunities necessary for character development. This school publicly stands for, models, and celebrates core ethical values such as respect, responsibility, honesty, and caring. Each member of the organization is held accountable to the standards of conduct consistent with these core ethical values. A paradigm shift has occurred within the organization, character development has become an integral part of the schools' mission. The Upper Township Elementary School has recognized the need to integrate this program across the curriculum, thus promoting this initiative throughout the curriculum.

The intern has concluded that the greatest impact of the program occurred through the creation of a school climate in which the character traits are developed through example coupled with formal classroom lessons. Each month the entire school focused its attention upon a particular character.

Teachers educate their students about the value of the month, making connections with classroom incidents that arise. Journal writing and special projects were implemented relating to the value. Banners communicating the value of the month were displayed throughout the school. Each month culminated with the Student of the Month Assembly honoring those students who demonstrated exemplary mastery of the character trait. In addition to the bestowing of the awards, the character trait for the following month was articulated and explained.

The intern has observed, that the staff of the Upper Township Elementary School has accepted the responsibility of developing and implementing strategies based upon the unique needs of our students and community. The organization acknowledges that they are united in a common purpose that assists to define the culture of the school. The principal of the Upper Township Elementary School has indicated, in his opinion, discipline referrals have decreased due to this program . According to the data collected by the intern, the majority of the students perceive that their behavior has improved as a result of this initiative. Instructional staff has also reported that they view this program as a valuable component of the educational process.

The intern recognizes the need for further study in this endeavor. As a result of this desire, the Upper Township Elementary School will develop this project into a school-wide action plan for the 1999-2000 school year. Activities for the action plan will include the creation of a values education resource center. This center will have books, curricula, materials, magazines, and other resources on character education available for staff use. In addition, continued staff development and community will be provided. A series of workshops will be available for all staff members including secretaries, cafeteria workers, custodians, playground aides, instructional staff, and parents. The intern views parents and family as an integral component to the success of this program. This facet of the program will be greatly expanded.

A parent committee will be created to allow interested parents the opportunity to provide input, inform other parents about the school's character education program, assist in organizing parent participation in events, and encourage parents to foster at home the values the school is trying to teach. The staff will be allowed the freedom to choose the strategies that they feel most comfortable implementing. Teachers will be provided with release time to meet in grade level groups to identify developmental appropriate character trait to address at each grade level, define educational objectives for each trait, and develop corresponding classroom activities that teachers may choose to use. Teacher will be allowed the freedom to implement appropriate activities. The intern will arrange for positive media coverage of the school's character education efforts. The character education program will continually be evaluated and modified based upon input from the major stockholders.

The intern anticipates attending a leadership conference hosted by the International Center for Character Education in San Diego, CA in the summer of 1999. The theme for the conference is "Educating Hearts and Minds: values, ethics, citizenship". The intern envisions exploring a variety of theoretical conceptions and practical models of character education. In addition, the intern expects to create operational plans to infuse principles of character education into the curriculum as well as joining a network for character education with other educators in the region.

During the duration of this research study, the intern developed and refined several leadership competencies in the area of school administration. This intern effectively applied human relation' s skills when interacting with the major stakeholders of the organization. Positive communication were cultivated with individuals as well as with groups. The researcher actively listened and appropriately responded to the ideas and opinions of others. The change process was initiated and managed by the intern both as a leader and a participant of the leadership team.

The intern formed a character education committee and the major stakeholders were encouraged to assist in the development and assessment of the scope and sequence and content of the character education curriculum.

The intern has deduced that the role of character education in the Upper Township Elementary School is significant. This school not only have the responsibility of preparing students academically, but socially as well. Character education is the foundation for all academic and interpersonal relationships. Success in relationships is possible when character traits become life long habits for students. Schools have an opportunity for being a powerful influence upon the character development of students.

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**Appendix A**  
**School As Caring Community Profile (SCCP)**

# SCHOOL AS CARING COMMUNITY PROFILE (SCCP)<sup>1</sup>

**Circle one:** Administrator \_\_\_\_\_ Teacher \_\_\_\_\_ Non-teaching professional \_\_\_\_\_  
 Non-professional staff \_\_\_\_\_ Parent \_\_\_\_\_ Student \_\_\_\_\_ Other \_\_\_\_\_

Respond to each item below by filling in the blank on a computer scan sheet (not enclosed) for the response that describes how often you see the behavior in your school.

	1		2		3		4		5
Rarely			Sometimes		As often as not		More often than not		Almost Always
1. Students treat classmates and schoolmates with respect.	1	2	3	4	5				
2. Students respect others' personal property.	1	2	3	4	5				
3. Students behave respectfully toward their teachers (speak courteously, follow directions, and so on).	1	2	3	4	5				
4. Students behave respectfully toward all other school staff (including secretaries, custodians, aides, and bus drivers).	1	2	3	4	5				
5. Students treat the school building and other school property with respect.	1	2	3	4	5				
6. Students behave respectfully toward their parents.	1	2	3	4	5				
7. Students share what they have with others.	1	2	3	4	5				
8. Students care about and help each other, even if they are not friends.	1	2	3	4	5				
9. Students refrain from put-downs.	1	2	3	4	5				
10. Students work well together.	1	2	3	4	5				
11. Students refrain from picking on others or excluding them because they are different.	1	2	3	4	5				
12. Students listen to each other in class discussions.	1	2	3	4	5				
13. Older students are kind to younger students.	1	2	3	4	5				
14. Students solve conflicts without fighting, insults, or threats.	1	2	3	4	5				
15. When students do something hurtful, they apologize and try to make up for it.	1	2	3	4	5				
16. Students help new students make friends and feel accepted.	1	2	3	4	5				



<b>17. When students see another student being mean, they try to stop it.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18. Students try to console or comfort a peer who has experienced a sadness.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>19. Students are patient and forgiving with each other.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>20. Students show good sportsmanship.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>21. In their interactions with students, <i>teachers</i> display the character qualities the school is trying to teach.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>22. In their interactions with students, <i>other professional school staff</i> (principal, counselors, etc.) display the character qualities the school is trying to teach.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>23. In their interactions with students, <i>non-professional school staff</i> (secretaries, aides, custodians, bus drivers, etc.) display the character qualities the school is trying to teach.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>24. <i>In their interactions with each other</i>, staff display the character qualities the school is trying to teach.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>25. Teachers treat all students fairly and don't play favorites.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>26. Teachers go out of their way to help students who need extra help.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>27. Teachers listen to students' problems, and students feel they can talk to their teachers about things that are bothering them.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>28. Teachers respect, care about, and help each other.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>29. The school treats parents in a way that makes them feel respected, welcomed, and cared about.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>30. Parents support and work with the school.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

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<sup>1</sup> The SCCP is an instrument developed by the Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs, SUNY Cortland, P.O. Box 2000, Cortland, NY 13045; (607) 753-2455.

**Appendix B**  
**Resource Manual**



# September

## Respect

smoke and he could hardly see anything. Then he noticed her legs—not moving—and knew she must be unconscious. Josh tried to pull his friend through the window, but she was wearing her seat belt. He reached through the smoke and found it, pulling hard and panicking when it didn't release. He gritted his teeth and yanked with bull strength. The belt ripped loose and Josh dragged Lesley through the window.

Friends who were driving behind them called 911 and rushed them both to the hospital. Josh escaped with a cut to his head, and Leslie suffered burns on her upper right arm that required skin grafts. Josh remembers standing there at the accident, feeling numb as a zombie, watching his car burning in a big bonfire . . . but it was okay. His friend was safe.

Two months later, Josh was challenged again, and this time he became a friend to a stranger. He and Patrick had returned to Josh's house after a late-night movie, and it was raining hard. Since Josh's high-school football team had just won the state championship, he was tired. Patrick had driven and had come inside to call his folks when the two boys heard a loud *thud* outside the house. Josh thought the wind had blown a tree branch down onto Patrick's car, so he went out to investigate. He saw a light through the rain. A car had hit a ditch, gone airborne up a pine tree, and slid down the trunk into bushes.

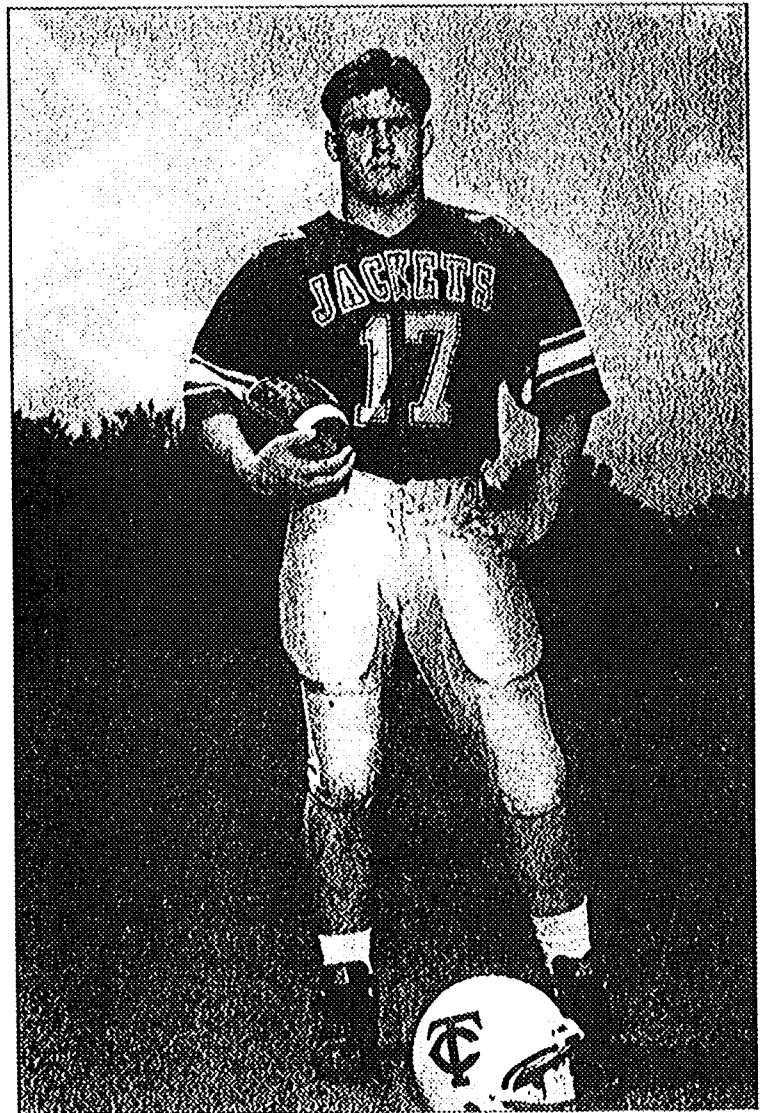
Josh raced into the house shouting for his grandfather, who was the volunteer fire chief. "I've never run faster than that," Josh remembers. "Not even on the football field. I couldn't have taken more than fifteen seconds, but when I got back out, the car was in flames."

Without pausing to consider the danger, Josh jumped into the bushes and found the car door. There was a woman in the driver's seat, sitting in shock. Josh grabbed her and pulled her from the car to safety. She spoke incoherently, shouting that her children were inside the car. Josh charged back into the blazing car in a frenzied search for her kids. There were no kids in sight. Emerging from her

shock, the woman remembered that her children had not been with her after all.

Josh received a lot of attention after that, for saving both his friend Lesley and the stranger. He was awarded the U.S. Department of Justice's Young American Medal for Bravery and the Carnegie Medal, among others. But Josh insists that "it was no big deal." He was just doing what he'd do for any friend. The usual stuff—like sharing with them, sticking up for them, protecting them, and risking his life for them.

"Honestly and truly," Josh says, summing up his feelings about friendship, "if you have a handful of good friends you know you can trust and will always be there, you've been very well blessed."



Josh Lewis



## Courtesy, manners, assertiveness, politeness, reverence

“Even if someone doesn’t treat you with the respect you deserve, you can give them the respect they don’t.”

*Sharon Martin*

I once taught a fifth-grade student by the name of Allen. He was a red-haired, freckle-faced boy who bounced around the class with the energy of a geyser. He was sometimes noisy, dressed sloppily, and often spoke out of turn. But he also did something that amazed me: Whenever he talked without first raising his hand, he would say “I’m sorry.”

There’s more: Whenever he wanted to get my attention, he would interrupt me at my desk with “Excuse me, please. . . .” And if I gave him anything, even a compliment, he bubbled “Thanks a lot!”

He treated the other students the same way. There was a girl in our class with special needs who was two years older than any of the other kids and could hardly speak. One day at recess I watched from the school steps as Allen took out a large red ball, walked over to the girl, and slowly taught her to catch the ball from only a few feet away. Soon he threw the ball to another student and the three of them started playing catch. Any time the girl caught the ball, I heard Allen say “Great! Good job!” Then the other kids started saying it, too. Before long, it became a daily classroom activity for someone to spend time with our special girl. Allen’s example spread to the others—in more ways than one. Soon other children were

congratulating each other, saying “Excuse me,” and so on. I could hardly believe it.

I learned a lot from Allen that year. One day I sneaked up to him and whispered in his ear “I have a secret for you.” His eyes lit up as I whispered “You surely are polite and nice.” He flashed his infectious grin that had become familiar to the whole class. Then he cocked his head and said “Thank you. But, Mrs. Lewis, that’s no secret.”

Do you remember learning about Sir Isaac Newton? The scientist who discovered gravity when an apple supposedly fell on his head? Sir Isaac also discovered and described some laws of motion. One of his laws says “For every action, there is an equal and opposite reaction.” In other words, if you turn on a garden hose, the water will rush *out* (action) and the force of it will also push *backward* (reaction). If you don’t hold tightly to the hose, it will jump out of your hand.

You might apply Sir Isaac’s law to human behavior. If you push someone, you’ll probably get pushed back. Similarly, if you treat people politely—with respect that is sincere—they’ll treat *you* that way (most of the time). You’ll be a better friend and leader. You’ll impress your parents, teachers, and other adults, and they’ll be more likely to choose you for special experiences and rewards. And you’ll like *yourself* better. It feels good to be respectful, and it feels even better to be treated with respect.

Sincere respect means:

- ♥ using good manners; being courteous and polite; speaking to others in a kind voice; using polite body language
- ♥ showing consideration toward other people (including your elders, parents, guardians, teachers, peers, siblings, other family members, employers, and people in authority)
- ♥ honoring other people's wants, needs, ideas, differences, beliefs, customs, and heritage
- ♥ caring for other living things and the earth (animals, plants, the environment)
- ♥ obeying the rules, laws, and customs of your family, faith, community, and country.

Ralph Cantor, an author of the *Days of Respect* handbook,<sup>1</sup> defines respect as “mutual care and regard, dignity, and physical and emotional safety; a state in which everyone counts, and everyone counts upon everyone else. Respect is a quality that we can all define for ourselves—and we all know when we are receiving it, and when we aren't.” In other words, respect is about *relationships*: with people we know and people we don't know; with our society, culture, government, and God or Higher Power; with the planet we live on and the living things we share it with; and even with ourselves.

When you treat all people with equal respect—especially those who can't do anything special for you—you accept what they are and appreciate what they *may become*. This type of respect is unselfish, sensitive, and a foundation for many other values and positive character traits.

Respect has a cornerstone, and it's called *self-respect*. It's easier to respect others if you first respect yourself. When you respect yourself, you don't belittle yourself out loud or in your private thoughts. You take care of your mind and body, and you don't use alcohol and drugs. You eat well, exercise regularly, and get enough sleep. You don't give in to sexual pressure. You do your best to stay physically, mentally, and emotionally healthy.<sup>2</sup>

<sup>1</sup> See page 221.

<sup>2</sup> See “Health,” pages 103–114.

“Self-respect has nothing to do with the approval of others.”

*Joan Didion*

Some people use rudeness, bullying, and force to try to win the respect of others. It doesn't work. People *fear* bullies, but they don't *respect* them. When you respect others, you admire them and like them. Nobody feels that way about a bully. If you think that you might be a bully, get help. Talk to your parents, a teacher, school counselor, or another adult you trust.



“You'd better respect me  
or I'll MAKE you respect me!”

## How to Disagree Respectfully

Being respectful toward other people doesn't mean that you always have to agree with them. You can still speak your mind and stick up for yourself. It's called *being assertive*.

Suppose that your teacher repeatedly calls you “Brain Child”—a name you don't like (even if it's said in fun). You can use the ASSERT Formula to deal with the problem respectfully. Here's how:

**A** stands for **“Attention.”** Before you can work on a problem you’re having with another person, you first have to get the person to listen to you. Wait until after class. Then go up to your teacher and say “Excuse me, but may I speak to you about something that’s bothering me?” If the teacher is too busy to talk right then, ask if there’s a better time. “If you can’t talk now, how about tomorrow before school or after class?”

**S** stands for **“Soon, Simple, Short.”** Don’t put off talking to your teacher. Do it as soon as you can—unless you’re too upset to talk. In that case, wait until you calm down. State the problem simply and briefly.

**S** stands for **“Specific Behavior.”** Focus on the behavior of the person you’re having trouble with, not how you feel about the person. Even if you’re angry with your teacher, try to keep your angry feeling out of your voice and your body language. You might say “I really don’t like being called ‘Brain Child.’”

**E** stands for **“Effect on Me.”** Help the person to understand the feelings and problems you’re experiencing as a result of his or her behavior. You might say “I know you probably mean it as a compliment, but it embarrasses me in front of the class. And lately, when I walk down the hall, other kids are calling me ‘Brain Child,’ too.”

**R** stands for **“Response.”** Wait for a response from the other person. In this case, your teacher might say “I wasn’t aware that being called ‘Brain Child’ bothered you” or “I’m sorry, I never meant to embarrass you.”

**T** stands for **“Terms.”** Suggest a solution to the problem. You might say “Would you be willing to stop calling me ‘Brain Child’? Or at least stop calling me that in front of other people?” It’s a reasonable request, and your teacher should agree to it. When that happens, say “Thanks. I appreciate being able to talk to you about this.”

What if your teacher *doesn’t* agree to your request? Talk to your parents and your school counselor. You have the right to be treated respectfully, too.

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## CHECK IT OUT

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*Stick Up For Yourself! Every Kid’s Guide to Personal Power and Positive Self-Esteem* by Gershen Kaufman, Ph.D., and Lev Raphael, Ph.D. (Minneapolis: Free Spirit Publishing, 1990). Simple words and real-life examples show how you can stick up for yourself with other kids (including bullies and teasers), big sisters and brothers, even grownups. Ages 8–12.

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## Character Dilemmas

*For journaling or writing essays, discussion, debate, role-playing, reflection*

Suppose that . . .

- 1 Your mother stands in the doorway of your room and says “What a mess! I want you to clean this room *right now*.” But you’re doing your homework and an important assignment is due tomorrow. You don’t have time to clean your room. What might you say to your mother that’s both assertive and respectful?
- 2 You’re walking through a park with a group of friends. Some of them are carrying cans of soda. One friend finishes her soda and tosses the can on the ground. What might you say? What might you do? How might you teach your friend to be more respectful of the environment?
- 3 You have an elderly neighbor who lives alone. You like to spend time in your backyard playing with friends or reading in the hammock. But whenever you’re outside, your neighbor starts talking to you over the fence. You’re not very interested in what she has to say, and sometimes you wish she’d just leave you alone. What are some respectful yet assertive things you might do and say?
- 4 You’ve recently made friends with a new student in your class whose family immigrated from Tibet. Your friend has asked you to have dinner with her family tonight. You don’t know anything about Tibetan customs. How can you be sure to behave respectfully at your friend’s home?

**5** The leader of your youth group is getting married, and you're invited to the wedding. It's going to be a big Catholic wedding at a local basilica. You're Jewish, and you've never been to a Catholic service or church before. How can you show the proper reverence in a house of worship that's not of your faith?

**6** You're at a party at a friend's house when someone brings out a case of beer. Everyone at the party is under the legal drinking age. You could probably drink a beer without your parents finding out about it. Will you? Why or why not? Does it matter to you what the law says? Does self-respect play any part in your decision?

## Activities

**WRITE A POEM ABOUT RESPECT.** What does it mean to you? Or write a story about a time when you were treated with respect—or weren't treated with respect. You might turn your story into a skit and perform it for your class, club, or younger kids at your school.

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### CHECK IT OUT



*All I Really Need to Know I Learned in Kindergarten* by Robert Fulghum (Boston: G.K. Hall, 1988). This entertaining book says a lot about respect, sharing, playing fair, not hitting people, and saying you're sorry when you hurt someone. All ages.

**MAKE A LIST OF DISRESPECTFUL WORDS** and phrases you say to yourself. Do you call yourself names? ("Idiot"? "Stupid"? "Zit-face"?). Do you put yourself down? ("I'm too dumb to do that . . ." "I'll never be able to do that . . ." "I might as well just give up. . .") When you finish making your list, crumple it up, tear it up, shred it, stomp on it, and *throw it away*. Promise yourself that you'll never again use those words or phrases. Replace them with compliments, congratulations, and encouragement.

**LEARN ABOUT NETIQUETTE.** Millions of people are using the Internet for browsing, chatting, and email, and it's important for everyone to use good

online manners—called "netiquette." *Example:* USING ALL CAPITAL LETTERS LOOKS LIKE SHOUTING. Avoid doing this unless you mean to shout—then think first about how your reader might feel about being shouted at. Research what other people have written and said about respectful online behavior, then write a "Netiquette" brochure for your school.

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### CHECK IT OUT



*Netiquette* by Virginia Shea (New York: Albion Publishing, 1994). The do's and don'ts of communicating online, recommended for everyone from "newbies" to wizards. Ages 13 & up.

#### Netiquette Home Page

<http://www.albion.com/netiquette/>

Take the "Netiquette Quiz," learn the "Core Rules of Netiquette," join a netiquette mailing list, and more at this site from the publishers of Virginia Shea's book.

#### Yahoo's Netiquette Links

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

Type "Netiquette" in the Search box for a list of links to sites with information about netiquette.

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**DISCOVER HOW MATHEMATICIANS** have been respected (or not) throughout history. You might research one or more of the following:

- ▲ Pythagoras
- ▲ Euclid
- ▲ Archimedes
- ▲ Omar Khayyam
- ▲ Évariste Galois
- ▲ Descartes
- ▲ Sir Isaac Newton
- ▲ Carl Friedrich Gauss
- ▲ George Boole
- ▲ Bertrand Russell
- ▲ Kurt Gödel
- ▲ Blaise Pascal

Then discuss these questions with your class, club, or family:



1. Have mathematicians been revered as wise, treated like “nerds,” or ignored?
2. What have mathematicians contributed to human life? How has their knowledge affected other fields?
3. Now that we have calculators and computers, is mathematics becoming obsolete?
4. Why should you learn math?

*Variation:* Invite a mathematician to visit your class and talk about the meaning of math today. Why is it still important? What is it good for? Why do we need it? Why should we respect math and mathematicians?

**RESEARCH RESPECT AND COURTESY** in other cultures. Find out what rules of etiquette they have. How are they different from the rules of your culture? (TIP: Travel bureaus and embassies are great sources of information about cross-cultural etiquette.) Make a chart that shows and compares simple courtesies in several cultures. *Examples:* table manners; greetings; acceptable behavior in crowds; ways that children should show respect to adults; etc. You might want to compile a list of words and phrases that are considered polite in one culture and rude in other cultures. If you live in an ethnically diverse community, you might want to videotape interviews with people from various cultures.




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## CHECK IT OUT



*Multicultural Manners: New Rules of Etiquette for a Changing Society* by Norine Dresser (New York: John Wiley & Sons, 1996). An informative, entertaining guide by the “Miss Manners” of multiculturalism for the *Los Angeles Times*. Ages 13 & up.

Visit your local library and look for books in these series:

-  The “Culture Shock!” series (published by Graphic Arts Center Publishing Co.)
  -  The “Dos’ and Don’ts Around the World” series (published by World Travel Institute Press)
  -  “The Simple Guide to Customs and Etiquette in . . .” series (published by Talman Co.).
- 

## GUESS WHEN THIS WAS WRITTEN:

Our youth loves luxury. They have bad manners, contempt for authority, and disrespect for other people. Children nowadays are tyrants. They no longer rise when their elders enter the room. They contradict their parents, chatter before company, gobble their food, and tyrannize their teachers.

**BONUS:** Guess who wrote it. (The answers are printed upside down at the bottom of the page.) Afterward, answer these questions:

- ? Were you surprised to find out when this was written? Why or why not?
- ? What does it mean to you?

**FIND OUT HOW MANNERS HAVE CHANGED** for children. For example, is it still true that “children should be seen and not heard”? Visit your library and look for books by Emily Post, Amy Vanderbilt, Judith Martin (“Miss Manners”), Letitia Baldrige, and other writers who are experts on etiquette. Write an article about what you learn and submit it to your school or community newspaper.

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## CHECK IT OUT



*How Rude! The Teenagers’ Guide to Good Manners, Proper Behavior, and Not Grossing People Out* by Alex J. Packer, Ph.D. (Minneapolis: Free Spirit Publishing, 1997). Outrageous humor and sound advice guide teens through the mysterious world of manners from A (“Applause”) to Z (“Zits”). Ages 13 & up.

*Social Smarts: Modern Manners for Today’s Kids* by Elizabeth James (New York: Clarion Books, 1996). Advice on how to handle all kids of social situations and personal interactions. Ages 9–13.

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**LEARN ABOUT AND PRACTICE** good table manners. Read one or more books about manners to learn the do’s and don’ts of polite dining. Share what you learn with your class, club, or family. Then organize a dinner for a group of friends (boys and girls) where you can all practice your table manners. Give positive feedback and constructive criticism.

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This criticism of young people’s behavior was written (are you ready for this?) in the fifth century B.C. The writer was Socrates, a famous philosopher.

**BRAINSTORM RULES OF RESPECT** for your family, classroom, club, or youth group to follow. Write down all brainstormed ideas without comment or criticism. Afterward, discuss the pros and cons of each idea. Vote to come up with a Top 10 list. Then brainstorm appropriate consequences for breaking the rules of respect. Write down and discuss those, too. Afterward, write the rules and consequences on a chart. Decorate your chart and display it where everyone can see it.

**WORK TO CREATE A CLIMATE OF RESPECT** and tolerance<sup>3</sup> in your school. You might start by surveying students, teachers, and staff about what they think are the biggest respect-related problems in your school. Does everyone in your school feel safe? If not, what feels unsafe to them? Do people feel as if their ideas and differences are respected? If not, why do they feel disrespected? Encourage student groups, teachers, and staff to work together to make your school more respectful.

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## CHECK IT OUT



Tell your teacher about this book:

*Days of Respect: Organizing a School-Wide Violence Prevention Program* by Ralph Cantor with Paul Kivel, Allan Creighton, and The Oakland Men's Project (Alameda, CA: Hunter House Publishers, 1997). This handbook includes everything needed to plan and hold a multi-day, school-wide event on the theme of preventing violence and creating an atmosphere of respect in school. For grades 6–12.

**DRAW TWO-PANEL CARTOONS** showing different types of interactions between people. *Examples:* parent and child, teacher and student, two friends, two strangers, child and senior citizen, two neighbors, customer and store clerk, etc. In the first panel, show a situation in which one or both people are behaving disrespectfully. In the second panel, show the same situation, but this time both people are behaving respectfully.

**LISTEN TO POPULAR MUSIC.** You might listen to your favorite kind, or to many different kinds (pop,

rock, country, hip-hop, R&B, folk, bluegrass, etc.). Pay close attention to the lyrics. Consider these questions: Do the lyrics show respect for people, things, creatures, and the earth? Do you think that today's music has an influence on how respectful (or disrespectful) people are to each other? Do you think it affects how they respect (or disrespect) laws and rules? Find examples of positive and negative lyrics and play them for your class, family, or club.

**EXAMINE THE ROLE OF ETIQUETTE IN SPORTS.** What types of actions and behaviors make someone a "good sport"? What types of actions and behaviors make someone a "bad sport"? How do the rules of sports etiquette compare to the rules of family or community etiquette? Share your findings in a report.

**PLAY A "POLITICALLY CORRECT" NAME GAME.** You'll need two teams (Team A and Team B), a leader, and a stopwatch to play this game. First, the leader makes a list of *biased* words and phrases (words that discriminate or reflect a negative attitude) and *bias-free* alternatives. *Examples:*

<b>Biased</b>	<b>Bias-free</b>
policeman	police officer
mailman	mail carrier
fireman	firefighter
waiter, waitress	server
blind person	person who is blind, person who is visually impaired
retard	person with a mental disability
mongoloid	person with Down syndrome
spastic	person with a seizure disorder
AIDS victim	person with AIDS

Include biased and bias-free words and phrases for people of various ethnic groups, races, religions, ages, ideas, beliefs, jobs/professions, etc. *To play the game:* The leader says a biased word or phrase to Team A, who has 5–10 seconds to come up with the bias-free word or phrase. (Decide on the amount of time that seems reasonable for your group, then use the stopwatch.) If Team A comes up with the answer, they earn *one* point. If they don't, their turn passes to

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<sup>3</sup> See "Justice," pages 142–154, for reasons to be tolerant, tips for being tolerant, and resources about tolerance.

Team B. If Team B comes up with the answer, they earn *two* points. Ask Team A the first three questions, Team B the next three questions, and so on for as long as people want to play (up to 24 questions). The team with the most points at the end of the game wins.

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## CHECK IT OUT




*The Bias-Free Word Finder: A Dictionary of Nondiscriminatory Language* by Rosalie Maggio (Boston: Beacon Press, 1992). A comprehensive guide for everyone who wants to use language accurately, gracefully, and respectfully.


“Guidelines for Reporting and Writing about People with Disabilities” (The Research & Training Center on Independent Living, updated often). For a free copy of the current Guidelines, send a stamped, self-addressed envelope to RTC/IL Publications, University of Kansas, 4089 Dole Bldg., Lawrence, KS 66045. A partial list of the Guidelines is available online at:  
<http://www.lsi.ukans.edu/rtcil/write.htm>


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READ STORIES ABOUT RESPECT, courtesy, and manners. Look for these books:


 *Altogether, One at a Time* by Elaine Lobl Konigsburg (New York: Aladdin Paperbacks,

1989). A collection of four short stories that describe kids learning to respect people with learning differences and also people of different ethnic groups, ages, and body types. Ages 9–13.

 *The House of Wings* by Betsy Byars (New York: Puffin Books, 1982). Left with his grandfather until his parents are settled in Detroit, Sammy learns to respect and love the old man as they care for an injured crane together. Ages 9–13.

 *Racing the Sun* by Paul Pitts (New York: Avon Books, 1988). Twelve-year-old Brandon has lived in the suburbs all his life. When his grandfather comes to live with the family, Brandon discovers the importance and difficulty of staying true to his Navajo heritage. Ages 11–13.

 *Sixth-Grade Sleepover* by Eve Bunting (New York: Scholastic, Inc., 1987). Janey worries that her friends will learn of her fear of the dark when her sixth-grade reading group plans a sleepover. Ages 10–12.

 *The Twelfth of June* by Marilyn Gould (Newport Beach, CA: Allied Crafts Press, 1994). Thirteen-year-old Janis wonders how her cerebral palsy will affect her future and her relationship with her friend Barney. Ages 10–14.

# Character in *ACTION*

## Helen Setuk: A Young Woman with Respect

**"M**y Auntie Diane owns twenty dogs and many sleds, and she lets me take them dog mushing," explains Helen Setuk, a young South Central Alaskan woman from the Athabascan and Aleut tribes. "I train the dogs myself. I never use a whip or yell at them. I just tell them what to do. I reward them with food, and I love them. They know I respect them, and they respect me." Helen's dog team hasn't won any races (so far), but at the banquet at the end of one dog-mushing season, she received the Sportsmanship Award.

Because Helen also respects nature, her mother calls her "Miss Earth." Helen describes her feelings about the environment: "If I am walking in flowers,

I will not step on them. I will go around them. I leave things growing where they are. And I never throw stuff on the ground. I collect cans so I can recycle them."

One day Helen's Auntie Diane asked her if she'd like to join a dance group that performs traditional native dances and songs. Both Helen and her little sister Laura wanted to join, and now they practice once a week at the Alaskan Native Medical Center. Helen and Laura have performed for the Museum of History and Fine Arts, at the 1996 Juneau Celebration, for elementary schools in Anchorage, and at other places throughout the city.

Helen especially enjoys doing the Raven Courtship dance. She dons her black pants and red tunic, throws a wool blanket over her shoulders, and dances as one of the Eagle Women. People of all ages dance together, and some of the women carry infants as they whirl around. The Raven, dressed in black, flirts with the Eagle Women, who pretend to ignore him. Sometimes Helen beats a drum as other dancers keep the rhythm with rattles.

Helen also dances at powwows. Sometimes she dances alone in the middle of the others, swaying to the drumbeats, her long, black hair swinging freely like a silk streamer. At the end of each performance, the elders step forward, and Helen applauds them. She moves out of their way when they pass to honor their wisdom and age. "I respect my elders because they give me my culture and heritage," she says. By connecting with her culture, Helen knows who she is. She knows her past and has reverence for her history. She understands that her culture will be important to her in the future, too.

Helen does her best to get along with others. "When my mother tells me to do something, I do it. I say 'please,' 'thank you,' and 'excuse me' to be polite. If my teacher tells me



Helen Setuk (left) and her sister Laura

that I did something wrong, I say 'I'm sorry. I'll try to do better next time.' I also respect myself. If I do something wrong, I tell myself 'It's okay. I just made a mistake.' I also respect and take care of my body."

Because Helen impressed adults with her dignity, courtesy, and reverence for all forms of life,

she was selected to do a national TV commercial for Payless Drug Stores and was featured in advertisements in both *Time* and *Newsweek*. So watch for her in the future. If you're lucky, you might see her dance one day.



Helen (center) at the Juneau Celebration



# RESPECT

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## Definition

To show consideration for the worth of self, others, living things, the environment, property, and rules through words and actions.

## Related Words

- Courtesy
- Esteem
- Honor
- Graciousness

## Practical Applications

- Follow rules and instructions given by parents, other adults and persons in authority.
- Realize that careless or intentional injury of another is unacceptable.
- Use potentially dangerous objects (cars, machinery, guns, rocks) responsibly.
- Understand the value of objects in terms of time and energy used to produce and replace them.
- Accept others without feeling obligated to embrace all of their ideas.
- Avoid thoughtless destruction of plant and animal life.
- Use nature/natural things to enhance the beauty of home and neighborhood.
- Share a personal hero and tell the students why he or she is your hero.
- Be vigilant about preventing and stopping scapegoating of one child by other children.
- Believe that one person can make a difference.
- Avoid the use of anything that alters the ability to think clearly or damages the body.
- Keep neat, clean, rested, and in shape.
- Lead by example. For instance, pick up the discarded piece of paper in the hall.
- Talk about cultural differences and why they are important.
- Talk to a child about what respect means to you.
- Show respect by using kind words and good manners.
- Treat others politely.

## Suggested Reading

### Elementary

- Anderson, Hans Christian, [The Ugly Duckling](#)
- Bridwell, Norman, [Clifford's Manners](#), Scholastic, 1985.
- MacLachlan, Patricia, [Sarah Plain and Tall](#), Cornerstone Books, 1985.
- Mathis, Sharon Bell, [The Hundred Penny Box](#), Viking Press, 1975.
- Philip, Neil, [Poems for the Young](#), Workman Publishing, 1992. "The Whole Duty of Children" by Robert Louis Stevenson.
- Scharen, Beatrix, [Tillo](#).

- Show, Pegeen, Eat Your Peas, Louise, Childrens Press, 1985.
- Viorst, Judith, If I Were In Charge of the World and Other Worries, Atheneum, 1981.


**Middle**

- Banks, Lynne Reid, The Indian in the Cupboard, Doubleday, 1980.
- Gaines, Ernest, The Autobiography of Miss Jane Pittman.
- Montgomery, L.M., Anne of Green Gables.
- Naidoo, Beverly, Journey to Jo'burg, J.B. Lippincott, 1985.
- Peck, Robert Newton, A Day No Pigs Would Die, Knopf, 1972.
- Speare, Elizabeth, The Sign of the Beaver.
- Swift, Jonathan, Gulliver's Travels.

**High**

- Bradbury, Ray, The Martian Chronicles.
- Buck, Pearl, The Good Earth.
- Burns, Olive Ann, Cold Sassy Tree.
- Dostoevsky, Fyodor, Crime and Punishment.
- Fitzgerald, F. Scott, The Great Gatsby.
- Huxley, Aldous, Brave New World.
- Lee, Harper, To Kill a Mockingbird.
- Remarque, Erich M., All Quiet on the Western Front.
- Steinbeck, John, The Grapes of Wrath.
- Tolstoy, Leo, Anna Karenina.
- Wilder, Thornton, The Bridge of San Luis Rey.


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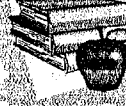
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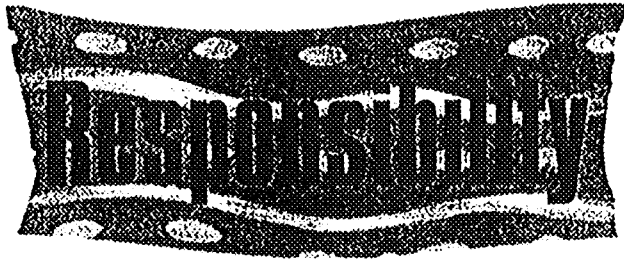


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# October Responsibility







## Dependability, reliability, perseverance, being organized, being punctual, honoring commitments, planning

“You can’t escape the responsibility  
of tomorrow by evading it today.”

*Abraham Lincoln*

**W**hen you’re crouched at home plate with the bat cocked over your shoulder and the ball is whirling toward you, you can’t suddenly step aside and ask someone else to hit it for you. It’s too late, and if you refuse to swing at the ball, you’ll be out and your team will suffer the loss. It’s okay if you swing and miss the ball, because doing your best doesn’t guarantee success. Making mistakes is an important part of learning and growing.

When you joined the baseball team, you accepted the **responsibility** of being a team member. You agreed to wear the uniform, go to practices, listen to your coaches, be on time for games, be a good sport, and do what you can to help your team win. Depending on your role on the team, you might have other responsibilities as well. If you’re the captain, for example, you’re not only responsible for your own behavior but also for the behavior and performance of the team as a whole.

Responsibility implies **dependability** and **reliability**. Your coaches and team members know they can count on you.<sup>1</sup> You might have bad days, you might make mistakes, but you won’t purposefully or carelessly let the others down. You’ll show up for practices even when you don’t feel like it, or when you’d rather be doing something else. If you strike

out or foul, you won’t blame the pitcher, your bat, your coaches, other players, or bad luck. You’ll resolve to do better next time, and meanwhile you’ll practice to improve your skills. You’ll have the **perseverance** to swing at the ball 10 times or 100 times or 1,000—whatever it takes to improve your chances of getting base hits or even home runs. (There’s an old saying about perseverance that you might already know: “If at first you don’t succeed, try, try again.”)

As a human being, you have many types of responsibilities. They include:

- ✧ **Moral responsibility** to other people, animals, and the earth. This means caring, defending, helping, building, protecting, preserving, and sustaining. You’re accountable for treating other people justly and fairly, for honoring other living things, and for being environmentally aware.
- ✧ **Legal responsibility** to the laws and ordinances of your community, state, and country. If there’s a law you believe is outdated, unjust, discriminatory, or unfair, you can work to change, improve, or eliminate it. You can’t simply decide to disobey it.<sup>2</sup>
- ✧ **Family responsibility**. This means treating your parents, siblings, and other relatives with love and respect, following your parents’ rules, and doing chores and duties at home.

<sup>1</sup> See also “Honesty,” pages 115–125; “Integrity,” pages 135–141; and “Loyalty,” pages 164–171, for related character traits.

<sup>2</sup> See “Loyalty,” pages 164–171, for more about obedience.

- ✧ **Community responsibility.** Unless you're a hermit who lives in a cave, you're part of a community. As such, you're responsible for treating others as you want to be treated, for participating in community activities and decisions, and for being an active, contributing citizen.<sup>3</sup> If your neighborhood park is full of trash, don't wait for someone else to pick it up. You can read local and community newspapers to stay informed. When you're old enough, vote in elections. If you're feeling *really* responsible, you might even decide to run for office.
- ✧ **Responsibility to customs, traditions, beliefs, and rules.** These might come from your family, your community, your heritage, or your faith. Learn what they are and do your best to respect and follow them.
- ✧ **Personal responsibility.** It's up to you to become a person of good character. Your parents, teachers, religious leaders, scout leaders, and other caring adults will guide you, but only you can determine the kind of person you are and ultimately become.

"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands."

*Anne Frank*

"But wait!" you might say. "This is a free country! Nobody can force me to accept all those responsibilities." In fact, freedom is meaningless without responsibility—and vice versa. Life is a balance between the two. Freedom without responsibility means that everyone does what they want, when they want, with no regard for anyone or anything but themselves. Responsibility without freedom means that everyone is forced to do the same things with no regard for individual wants and needs. You might think of freedom and responsibility as a matched pair of shoes. If you try to hop only on freedom's shoe, you'll be reckless and out of control. If you try to hop only on responsibility's shoe, you'll feel like a drone. You

need both shoes to move through life with confidence, grace, and strength.

How can you become more responsible? You can start by **getting organized**. Buy or make a daily planner and learn to use it.<sup>4</sup> There are many student planners available, and they often come with instructions. Once you form the habit of using a daily planner effectively—jotting down important notes, marking due dates, keeping to-do lists, writing down goals<sup>5</sup>—you'll find that you no longer "forget" about upcoming tests or long-term assignments. When you note important appointments in your planner, you're less likely to miss them (or to show up late). Other people will appreciate you for **being punctual** and **honoring your commitments**. They will respect you more and your self-esteem will grow. It's a win-win situation all around.



And speaking of commitments: You can make a **personal commitment** to start being more responsible *today*. Tell yourself that this is the kind of person you want to be. Then be it.

"The ultimate responsibility always lies within you, and opportunities are the ones you create."

*Melissa Poe*

<sup>3</sup> See "Citizenship," pages 35–43.

<sup>4</sup> See page 231 for a related activity.

<sup>5</sup> See "Purpose," pages 195–197, for goal-setting steps.

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**CHECK IT OUT**


Visit your local office supplies store to find a daily planner. Or order a special student planner from:

**Day-Timers, Inc.**

One Day-Timer Plaza  
Allentown, PA 18195-1551  
1-800-225-5005

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

The Day-Timers Student Planner is a loose-leaf binder with multiple features including monthly calendars, class schedule sheets, monthly planning sheets, project planning forms, inspiring monthly success messages, grade tracking sheets, and study tips.

**Franklin Quest**

PO Box 31406  
Salt Lake City, UT 84131  
1-800-869-1776

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

The Franklin Student Success Module includes a time-management training cassette, planning calendars, assignment planners for long-term projects, and student success forms.

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## How to Plan

Whether you use a daily planner or not, you need to know *how to plan*. Planning is different from problem solving,<sup>6</sup> although you might use problem solving if you encounter obstacles while trying to make and carry out a plan. You can use planning in every area of your life, from deciding what to eat for breakfast to arranging a party for your friends, from tackling a chore around the house to approaching a science project. Simply put, planning means figuring out ahead of time how to do something so you can proceed efficiently. Planning is purposeful and deliberate.

Sometimes planning can be done in your head. ("Will I wear the blue sweater tomorrow or the red sweater? The blue one has spaghetti on it, so I'll wear the red one.") Sometimes you need to think through a plan and all of the steps involved. You might even want to write them down. The more detailed your plan is, the more likely it is to succeed.

Here's how to go about making a plan:

1. **Write a list of all the things you need to do this week.** Then prioritize your list. Put a "1" by the most important task or job, a "2" by the next important one, and so on down your list.
2. **Write down when each task or job needs to be done.** These "deadlines" might be imposed by other people (your mom wants you to clean your room by Sunday), or they might be self-imposed (you want to clean your room by Friday so you won't have to do it on the weekend).
3. **Write down what you'll need to accomplish each task or job.** Any special materials, equipment, or resources? Tools? Books? Other people to help you? This way, you won't start something (like a homework assignment) and suddenly discover that you're missing an essential component (like your book, which you left at school).
4. **Always have a backup plan—a "plan B."** Try to predict any problems that might arise and prevent you from carrying out your plan. Ask yourself some "What if. . . ?" questions: "What if it rains on the day I want to mow the lawn?" "What if I don't have time to finish a homework assignment on the night before it's due?" Then come up with answers.

You might want to write your plan on a chart. Then you can see at a glance how the parts fit together and whether there are any problems or conflicts. You can also use your chart to make notes and changes as the week progresses. You'll find an example of a planning chart at the top of page 228.

The more carefully you plan, the more organized you are. The more organized you are, the more responsible you become. The more responsible you become, the more your parents (and other people) trust you. Planning definitely has its rewards.

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<sup>6</sup> See "Problem Solving," pages 184–193.

JOB OR TASK (list, then prioritize)	WHAT I NEED TO DO IT	DONE BY WHEN?	BACKUP PLAN
4. Mow lawn	Gas (ask Dad to buy some), trash bags	Saturday noon	If it rains on Saturday, do Sunday afternoon
2. Read story for English class	English book (bring home Tuesday)	Wednesday morning by 10:30 class	Read in study hall before class on Wednesday
1. Buy school supplies	Ask Mom to drive me to the store. Buy 1) notebook 2) paper 3) pencils	Monday night	Ask Dad or Megan to drive me, or walk there on my way home from school
3. Clean my room	Pick up clothes, wash clothes, vacuum, dust, change sheets	Thursday night	If someone else is using the washing machine, wash clothes on Friday night

## Character Dilemmas

*For journaling or writing essays, discussion, debate, role-playing, reflection*

Suppose that . . .

- 1** You're a recent immigrant to the United States (or the country you now live in). Are you responsible for obeying the laws if you don't know what they are? If you unknowingly break a law, should you be held accountable?
- 2** You have a real talent for gymnastics, but your parents can't afford to pay for lessons. Are they responsible for finding ways to support and encourage your talent? If they aren't responsible, who is?
- 3** You're a parent whose child was caught painting graffiti on a school building. Are you responsible for the damage your child has done? If not, why not?
- 4** Someone who lives in your neighborhood accidentally broke a water pipe while planting a tree on the boulevard. The boulevard is public property. Who should pay for repairing the damage? The person who broke the pipe? The city? The neighborhood organization? Would it make a difference if you knew that the person was a single parent with several children and a very limited income?
- 5** Your school has a "closed campus" rule, meaning that students aren't allowed to leave the school grounds during school hours. A group of your friends regularly eats lunch at a nearby fast-food restaurant. Do you have any responsibility in this situation? If so, what is it? If not, why not?
- 6** You read in the newspaper that many preschoolers in your town haven't been immunized against childhood diseases. Their families don't believe in immunizing children. Should the children be immunized anyway? If so, who's responsible for seeing that it's done? Your town, state, or federal government? The police? Health officials? School officials? Other parents? You? No one? Would it make a difference if you knew that the families were objecting to the immunizations for religious reasons?
- 7** You overhear your aunt and uncle telling your parents that they have no savings. They assume that after they retire, they'll be able to live on their Social Security. Meanwhile, they're spending the money they earn on travel, fancy cars, and other luxuries. You've been hearing on the news that the Social Security reserves might not be sufficient when "baby boomers" like your aunt and uncle reach retirement

age. Who should be responsible for taking care of seniors who don't have enough money to live on? The government? The children of the "baby boomers"? All of society? Religious organizations? No one?

## Activities

**TELL ABOUT A TIME WHEN YOU** unknowingly broke a rule in your classroom or family, or a law in your community, and got caught. What happened to you? How did you feel?

*Variation:* Write in your journal<sup>7</sup> about a time when you knowingly broke a rule and didn't get caught. What, if anything, happened? How did you feel? Would you do it again? Why or why not?

**THINK OF A NEW TALENT OR SKILL** you'd like to develop. Then:

1. Brainstorm all of the things you could do to develop that talent. *Examples:* Take classes at school or a community center; read books; watch videos.
2. Make a list of all the people you might ask for help. Write down their names and telephone numbers. Go down your list and contact people until you find someone who's willing to help you and has the time. (Check with your parents or guardians before contacting other adults.)
3. Create a schedule outlining the things you'll learn and do. Give yourself a deadline for each one.
4. Practice at least one-half hour each day, or an hour or two several times each week.
5. Perform your talent or share it with your family, class, or club.

**WRITE A POEM, JINGLE, PARAGRAPH,** or saying about responsibility. If you do this as a class (or even as a school), you might start each day by reading one over the PA system. Or create a Responsibility Bulletin Board to display students' thoughts and writings about responsibility.

**RESEARCH DISCOVERIES AND INVENTIONS** that have had both positive and negative consequences. *Examples:* In 1884, an anesthetic was developed that included cocaine as one of its ingredients. Cocaine has since

been found to be highly addictive. In 1939, the pesticide DDT was developed to control insects that spread malaria. For years, it was used widely on farms and in homes; later it was discovered to be very harmful to the environment. If you make a discovery or create an invention, do you have a responsibility to share it with the world? Afterward, are you responsible for how your discovery or invention is used? Debate these questions with your friends, class, family, or club.

**CONSIDER WHETHER MATH** makes you more responsible. Does studying math have any effect on your organization or perseverance? Can the benefits of learning logic skills and analytical thinking spill over into other areas of your life? Draw a chart, graph, or mind map showing all of the connections you can think of between math and. . . ?

**RESEARCH RESPONSIBILITY IN ADVERTISING.** Suppose that an advertiser of a popular breakfast cereal claims that "Crunchie Critters" gives you more pep and energy than other breakfast foods. What if it isn't true? Are advertisers responsible for telling the truth? Watch a week's worth of television commercials and keep a record of any that seem to be exaggerations, unproved claims, or outright lies. Keep track of the TV stations that air the commercials. Afterward, write to your local stations and complain about any commercials that appear to be irresponsible.<sup>8</sup>

*Variations:* Listen to radio commercials or clip advertisements out of magazines or newspapers. Or study advertisements you see on the World Wide Web.

**RESEARCH RESPONSIBILITY** toward indigenous peoples. Choose a country that was taken from an indigenous population by invaders, settlers, or foreign governments. *Examples:* Australia (its indigenous people are the Aborigines); the United States (the Native Americans); various countries in Africa. Did the "outsiders" behave responsibly or irresponsibly toward the indigenous peoples? Give examples to support your answer. Do you think that when one nation conquers another (as in a war), the conquering nation has a responsibility to treat the conquered peoples justly and fairly? Or is this a matter of "might makes right"? Give reasons

<sup>7</sup> See "Endurance," pages 88, 89, and 92, for journaling resources.

<sup>8</sup> See "Honesty," page 120, for resources on advertising.

for your answer. TIPS: If you decide to study the Native Americans, find out about the following:

- ◆ the false stereotypes of Native Americans that were spread by European settlers
- ◆ the Treaty of Greenville
- ◆ the Dawes Act (or General Allotment Act) of 1887
- ◆ the Indian Removal Act of 1830 (and the forced marches that resulted from it)
- ◆ the concepts of “reservations” and “assimilation”
- ◆ Wounded Knee
- ◆ the Indian Reorganization Act of 1934
- ◆ the Alaska Native Land Claims Settlement Act of 1971

**ORGANIZE A GRAFFITI REMOVAL PROGRAM.** Look around your neighborhood for graffiti. If you find some, contact your local police or city officials and ask whether there are any graffiti removal programs in place. If there aren't, start one. Ask for donations of paint and brushes, and invite the police to chaperon. Organize your friends, classmates, and families to wipe out graffiti.

**SURVEY YOUR NEIGHBORHOOD** and find out if there are any seniors who need help with such things as repairing fences, shopping for groceries, painting, doing minor repairs, lawn care, pet care, etc. Take responsibility and either do it yourself or get others to help you. Be sure to take an adult chaperon along (a parent or guardian) both when you survey your neighborhood and when you do your good deeds.

**WRITE A SKIT THAT DEMONSTRATES** your school's rules. Present it to the first all-school assembly in the fall. Don't forget to include humor in your skit; people remember things better when they can laugh. But don't make your skit *too* funny or people might miss the message.

**FIND A JOB OR START YOUR OWN BUSINESS.**<sup>9</sup> *Example:* Are you good at doing yard work? Collect names of neighborhood kids who do yard work. Make a one-page flyer describing the kinds of work you and the

other kids can do. Decide how much you'll charge to do certain kinds of jobs, and include that information on your flyer. Distribute copies of your flyer around the neighborhood.

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## CHECK IT OUT

*Better than a Lemonade Stand: Small Business Ideas for Kids* by Daryl Bernstein (Hillsboro, OR: Beyond Words Publishing, 1992). Describes dozens of money-making ventures including curb address painter, birthday party planner, dog walker, house checker, newsletter publisher, photographer, and sign maker. Daryl was 15 years old when he wrote and published this book. Ages 8–15.

*Kid Cash: Creative Money-Making Ideas* by Joe Lamancusa (New York: Tab Books, 1993). Dozens of concrete, creative suggestions for earning money, samples of advertising flyers, and tips on what to charge for your services, how to keep records, and how to handle your profits. Written by a 14-year-old with firsthand experience running his own business. Ages 9–13.

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**MAKE A FAMILY JOBS CHART.** Your chart should have two columns: “Things to Do” and “Things Done.” With your family, brainstorm a list of jobs that need to be done around the home every day or every week. Decide who's responsible for each job. Write each job on a strip of construction paper (you might choose a different color for each family member). Use removable tape to attach each job strip to the “Things to Do” column. Each person is responsible for moving his or her own job strips from the “Things to Do” column into the “Things Done” column. Try this chart for a week or two, then have a family meeting to discuss it. Does it seem to be working? Is everyone being responsible? Dependable? Reliable? Persevering? Organized? Make any necessary changes to the chart so it works well for everyone.

**CREATE A RESPONSIBILITY TREE.** Draw a large tree on poster paper. Find or make symbols that represent your responsibilities and hang them on your tree. *Examples:* a doll's shirt = taking care of your clothing; a small book = learning; a stop sign = obeying laws; a school house = taking care of your brother after school. If you have a small potted tree, you might hang your symbols from it like ornaments.

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<sup>9</sup> See “Courage,” pages 74–75, for information and resources on being an entrepreneur and starting your own business.

*Variation:* If everyone in your class makes Responsibility Trees, you can put them together in a Responsibility Forest.

**MAKE YOUR OWN DAILY PLANNER.** Buy a small binder and plenty of paper, or create your own binder using stiff cardboard, a hole punch, and yarn. Include:

- ✓ an identification page with your name and phone number
- ✓ 12 calendar pages, each one showing a full month (you might decorate each calendar page with symbols representing the month)
- ✓ a page for each day of the current month (so you can write down notes, ideas, assignment, appointments, etc.)
- ✓ a list of your classes, room numbers, class times, and teachers' names
- ✓ pages for friends' addresses and phone numbers
- ✓ pages describing upcoming projects or things you want to think about and plan
- ✓ a budget page (list things you want to save money for and how you plan to earn the money)
- ✓ a pocket (fold a piece of card stock or stiff paper and tape the sides) to hold notes, a pencil, and important reminders.

**FIND EXAMPLES OF POPULAR MUSIC** that promote responsibility, dependability, and perseverance. Bring them to school and share them with your class. (Clear them with your teacher first.) Do you think that music has the power to inspire people to be more responsible? Less responsible? Explain your answer.

**EXAMINE THE ROLE OF RESPONSIBILITY** in sports. Compare team sports to individual sports. Which sports seem to demand the most responsibility from the players? Which seem to promote responsibility? Which, if any, seem to promote irresponsible behavior?



*Variations:* Interview coaches and athletes in your school and community. Ask them to tell you their ideas about responsibility in sports. Or write to famous athletes.<sup>10</sup>

<sup>10</sup> Get in touch with famous athletes with help from *The Kid's Address Book*. See "Choice and Accountability," page 32.

**PLAY A "WHAT'S THEIR RESPONSIBILITY?" GAME.** Make a list of roles or careers in society. You can use the example below, add to it, or write your own list. Divide into two or more teams. Give each team the list of roles or careers. The object of the game is to list four different or unusual responsibilities for each role or career. Give a prize for 1) the most answers and 2) the most unusual answers.

artist	mother
bank teller	musician
business executive	news reporter
cafeteria worker	nurse
child	nutritionist
city planner	pilot
club member	plumber
coach	police officer
computer programmer	principal
court justice	psychologist
directory assistance	recreation/resort
telephone operator	manager
doctor	religious leader
electrician	sales person
engineer	scientist
father	student
friend	teacher
governor	trash collector
grandparent	veterinarian
guardian	weather forecaster
landscape architect	writer
legislator	youth group
letter carrier	member
mayor	zoo owner

**READ STORIES ABOUT RESPONSIBILITY,** dependability, reliability, perseverance, being organized, being punctual, and honoring commitments. Look for these books:

-  *Dacey's Song* by Cynthia Voigt (New York: Atheneum, 1982). Dacey struggles with school, a job, and responsibility for her brothers and sisters as she adjusts to living with her grandmother. Ages 11–12.
-  *Little House in the Big Woods* by Laura Ingalls Wilder (New York: HarperCollins, 1990). Young Laura Ingalls describes a year in the life of her pioneer family in the Midwest. Ages 8–12.

📖 *Malu's Wolf* by Ruth Craig (New York: Orchard Books, 1995). After Malu is permitted to raise a wolf pup, significant changes happen in the lives and traditions of the young girl's Stone Age clan. Ages 9–13.

📖 *Summer of the Swans* by Betsy Byars (New York: Puffin Books, 1981). A teenage girl gains new insight into herself and her family when

her mentally retarded brother gets lost. Ages 10–14.

📖 *When the Road Ends* by Jean Thesman (New York: Avon Books, 1993). Sent to spend the summer in the country, three foster children and an older woman recovering from a serious accident are abandoned by a slovenly caretaker and must try to survive on their own. Ages 10–14.

## Character in *ACTION*

### Ellen Bigger: Taking Responsibility

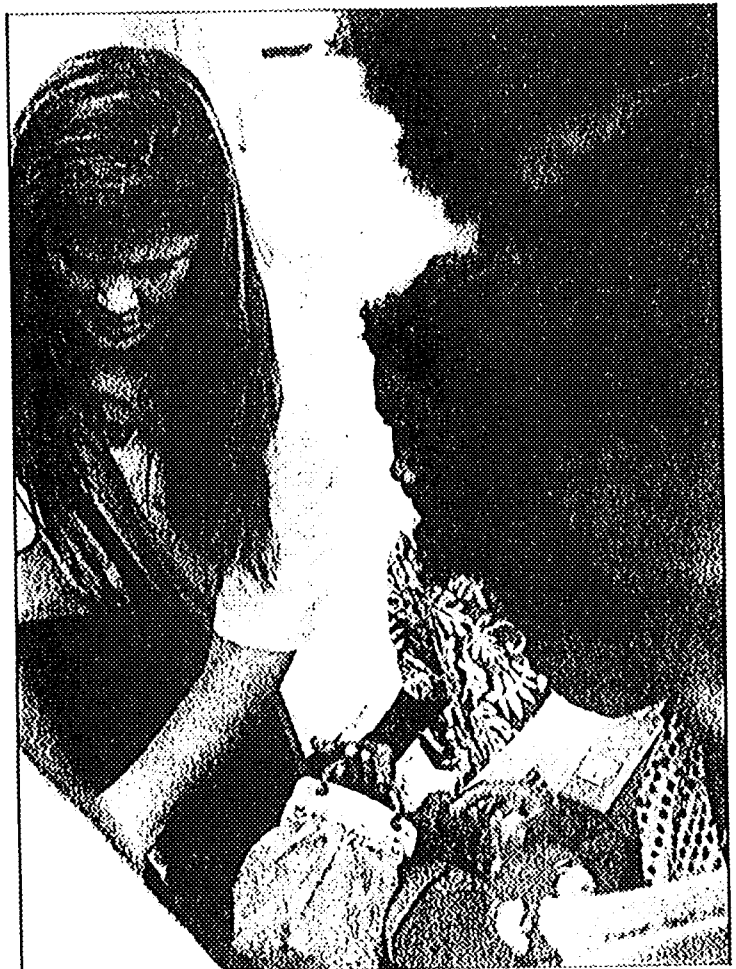
**W**hen Ellen Bigger was in the fifth grade, her former Brownie leader was murdered by her husband, who was on drugs at the time. Ellen had spent many days at her leader's house and was a friend of her daughter. When she heard the news, she was deeply shocked. For a long time, she cried often and had trouble sleeping at night.

In sixth grade, Ellen heard a speech that changed the direction of her life. At the commissioning of the Coast Guard Cutter *Key Largo*, the speaker told the audience of the Coast Guard's efforts to keep drugs from coming into the United States. But the *real* challenge, the speaker emphasized, was for people *at home* to make the effort.

Ellen felt as if a fire had been lit under her. She felt responsible for helping to spread the anti-drugs message and was determined to find a way to do it. Her mom had just bought a computer, so Ellen planted herself in front of the screen that very weekend and designed a brochure. "Drugs can kill and destroy your life, tear apart your family, and break your heart," she wrote. "No matter what age you are, you can help fight the drug problem by pledging a drug-free life." She put a pledge form on the back and promised to send a decal if all the members of a family would take the pledge for a Drug-Free Home.

Ellen had \$500 in savings that she had earned, and she spent all of it on the first printing of her brochure and postage to mail it out. Her family helped her to fold the brochures. The Girl Scout Council in Miami and the United Way printed additional copies and the

decal. Ellen handed out brochures at shopping malls, festivals, churches, schools, and grocery stores. She received many responses in the mail from all over the country. Over the next few years, she would distribute more than 50,000 copies of



Ellen Bigger (left) working with kids



her brochure, finally hearing from places as far away as Brazil and Egypt.

One boy in a detention home wrote her a letter and asked her how he could get off drugs. Ellen worried and stewed over what to say. She finally wrote a message advising him to trust himself and pledge to stay off drugs one day at a time. She watched the mail, but he didn't write back.

She designed a T-shirt and buttons that said "I live in a Drug-Free Home, and I'm proud of it," decorated with a picture of a house tied with a red ribbon. When she was interviewed on television, her program spread across the U.S. She was invited to speak at conferences and workshops in Texas, Ohio, and Georgia.

Meanwhile, her parents still expected her to fulfill her family responsibilities. Ellen did chores, cooked some of the meals, and took care of the family dogs. She also volunteered at the local Red Cross, planted trees, and got involved in other volunteer projects with the Scouts. Her bedroom was a disaster area, piled high with papers, brochures, socks, and T-shirts tossed in corners and under her bed. (Nobody's perfect.)

During the summer after eighth grade, when Ellen was fourteen, she decided to organize another program. She had received many letters from kids who didn't know how to start their own projects. Ellen called her program "Youthwish." Through Youthwish, Ellen encouraged kids to volunteer, gave instructions for how to set up a volunteer fair, and explained how kids could share ideas for networking

with adults. She began a biweekly newsletter and asked a teacher to be her sponsor. The teacher helped Ellen to make Youthwish a nonprofit corporation so it wouldn't be taxed. Shortly after, Ellen won the Noxzema Extraordinary Teen Award for volunteering. She received \$5,000 for her favorite charity. With that money, she set up \$500 grants through Youthwish for kids who wanted to start their own programs.

The real prize came later, though. One day, Ellen was speaking and volunteering at a public event. A young man walked up to her and introduced himself. It was the boy who had written to her long ago from the detention home. He told Ellen that although he'd written to many people when he was imprisoned and alone, asking for help, she was the only one who had responded with a personal letter of encouragement. It had meant a lot to him. He was no longer using drugs, and he thanked her.



Ellen (center) and her friend Naomi delivering emergency supplies to Hurricane Andrew victims



# RESPONSIBILITY

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[Character Development Links](#) | [Character Development Home Page](#)

## Definition

Able to be trusted or depended upon to carry out duties in a timely way.

## Related Words

- Accountable
- Dependable
- Trustworthy
- Reliable

## Practical Applications

- Complete homework.
- Complete work around home without prompting.
- Be helpful before you are asked.
- Take care of possessions.
- Be accountable to friends and family.
- Do not make excuses.
- Take care of school property and the facility.
- Use ethical language with faculty colleagues..."I have a responsibility to..." "the courage of her convictions caused her to..." "my neglect led him to..."
- Make classroom expectations clear, and hold students accountable for them.
- Talk to your students about why you are a teacher. Explain how you understand responsibility and the importance of teaching.
- Require students to apologize to others in writing.
- Show students how strongly you feel about the importance of taking responsibility.
- Help students understand their important role in the classroom and their responsibilities to each other.
- Discuss historical figures and their responsible behavior.
- Show how work and responsible behavior in school and class translate to success after school.

## Suggested Reading

### Elementary

- Armstrong, William Howard, Sounder, Harper and Row, 1969.
- Berenstain, Jan and Stan, Berenstain Bears and the School Scandal Sheet, Random House, 1994.
- Day, Alexandra, Frank & Ernest, Scholastic, Inc., 1988.
- Grifalconi, Ann, Flyaway Girl, Brown, 1992.
- Roop, Peter and Connie, Keep the Lights Burning Abbie, Carolrhoda Books, 1955.
- Speare, Elizabeth George, Sign of the Beaver, Houghton Mifflin, 1983.

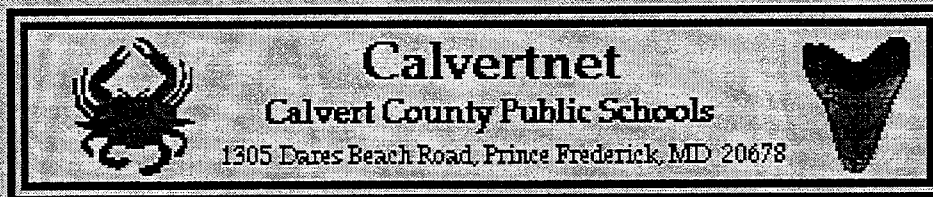
## Middle

- Fox, Paula, One-Eyed Cat, Bradbury Press, 1984.
- Hamilton, Virginia, Planet of Junior Brown, MacMillan, 1971.
- Harvey, Paul Aurdy, The Rest of the Story, W. Morrow, 1980.
- Hunt, Irene, Across Five Aprils.
- Peck, Robert, A Day No Pigs Would Die.

## High

- Conrad, Joseph, Heart of Darkness.
- Crane, Stephen, The Red Badge of Courage.
- Fitzgerald, Scott F., The Great Gatsby.
- Golding, William, Lord of the Flies.
- Huxley, Aldus, Brave New World.
- Lawrence, Jerome & Lee, Robert E., The Night Thoreau Spent In Jail.
- Remarque, Erich M., All Quiet on the Western Front.
- Shakespeare, William, Henry V.
- Shelley, Mary, Frankenstein.
- Tolstoy, Leo, Anna Kerenina.
- Twain, Mark, The Adventures of Tom Sawyer.
- Warren, Robert Penn, All the King's Men.

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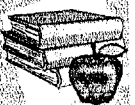


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# Nov./Dec. Caring





**Giving, service, sharing, love, helpfulness, kindness,  
generosity, unselfishness, sacrifice**

"Someone's got to go out there and love  
people and show it."

*Diana, Princess of Wales*

**B**enjamin Franklin developed the stove now called the Franklin Stove, and it's still being manufactured today. At the time, he was offered a patent for his invention, which would have earned him a lot of money and given him a monopoly on it. But Franklin refused the patent. Instead, he published a pamphlet describing how to build the stove so blacksmiths or other clever people could make one themselves.

Reaching out to others makes life meaningful. What's really great about this is the more you give, the more you receive. Philosopher Deepak Chopra says that when you serve others, you gain more in return. If you give good things, then good things will flow your way.

You might be thinking "Wrong! I gave ten dollars to a friend, and I'm still waiting to get it back!" It's important to understand that when you give and share, you won't always be paid in kind (or on time). But over the long run, you'll attract love, respect, and generosity from others *in general*. You'll become a magnet for positive thoughts and actions.

When you truly care for others, there are no strings attached. You don't expect to receive anything in return for your gifts or services. You don't give or serve grudgingly; you do it with a free and open heart, and without keeping score. You don't let

the fear of rejection hold you back. Sometimes caring takes courage.<sup>1</sup>

Real caring is unconditional. You don't stop to think whether someone deserves it. And when you really love someone, you don't worry about what's in it for you. You don't love your dad so he'll raise your allowance, or your little brother so he'll keep his hands off of your comic book collection.

Mother Teresa spent her life loving needy people in poverty-stricken countries. She saved many infants by tirelessly rubbing and stroking their weak, undernourished limbs. Human touch releases chemicals in the body which help it to thrive and grow. (How about giving your little brother a hug?)

There are many ways you can care about, share with, and serve others:

- ♥ **With your actions.** You might make your mother's bed, rake leaves off the front lawn, tutor a younger child in reading, open a door for a senior citizen, or sit with someone unpopular at lunch. Spend an hour listening to a lonely person. Be helpful and kind to someone who needs a hand.
- ♥ **With your words.** Say kind things to and about other people. Offer advice when it's wanted and sympathy when it's needed. Sometimes the kindest words are those that aren't spoken. Don't spread gossip, rumors, or cruel stories, even if they're true.

<sup>1</sup> See "Courage," pages 71-78.

♥ **With your thoughts.** Positive thoughts and prayers can be very powerful. You can do an act of kindness for another person merely by thinking good thoughts about him or her. This is harder than it may seem at first. It's easier to tell your hand to share a candy bar with a friend than it is to tell yourself "Even though he shoots baskets better than I do, he's cool and I like him." Other people will feel the positive thoughts you send their way.

♥ **With material gifts.** Try giving mittens to the homeless, donating trees to your community, buying a shirt for your brother or chocolates for a friend. Don't limit your gifts to special occasions (charity drives, birthdays, holidays). Give when you're in the mood and when you're not. Do it just because.

Look around you, and you'll notice many opportunities to give and serve. Think about your family, other relatives, friends, people in your neighborhood, pets and animals, the environment, your community, and the world. How can you use your skills, smarts, and experiences to improve the lives of others? What can you do for your school, club, community center, place of worship, or local government? How can you help another person (or group of people) to develop, grow, and become independent?

Sometimes service involves sacrifice—giving up something you value to benefit someone else. This might be your time, your talents, your energy and muscles, your money, or even your blood.

"If every American donated five hours a week, it would equal the labor of 20 million full-time volunteers."

*Whoopi Goldberg*

There's a story about a little boy whose older sister was seriously injured in a car accident. She had a rare blood type—which her little brother's matched—and she needed a donor immediately. The doctor approached the boy and asked if he would donate some of his blood to his sister. The boy turned ghostly white, but he hesitated for only a moment before nodding his head in agreement. After giving blood, he looked up at his mom and asked with wide, moist eyes, "How much longer do I get to live?"



If everyone pitched in, where would all the problems go?

When you shift your attention away from your problems and focus on helping others, your own problems don't seem as serious or daunting. If you use your unique talents and abilities to work for the good of others, you'll find greater joy, inspiration, and satisfaction in your own life.

TIP: Before you can love others, you first must love yourself.

"I have found the paradox that if I love until it hurts, then there is no hurt, but only more love."

*Mother Teresa*

## Character Dilemmas

*For journaling or writing essays, discussion, debate, role-playing, reflection*

Suppose that . . .

**1** Your little sister never hangs up her clothes. So you decide to help by hanging them up for her. You're doing a service . . . but are you really helping your sister? Why or why not? Give other examples of times when service to others might not be helpful.

**2** Your high school requires students to perform 200 hours of community service in order to graduate. What are the pros and cons of this requirement? How might it affect students' attitudes toward service?

**3** You're a parent of a child who doesn't know how to share (or just doesn't want to). How might you encourage your child to develop this trait? What learning experiences might you create for him or her?

**4** You live in a world where service is always rewarded. If you help someone, you immediately receive thanks, kindness, and money in return. How might this affect you and others?

**5** You've been asked to head a national committee to evaluate the welfare system in your country. Currently your country has thousands of second-, third-, and even fourth-generation welfare recipients; some people who receive welfare have children, grandchildren, and great-grandchildren who also receive it. As committee chair, you can decide to change the welfare system or leave it the way it is. What will you do and why?

## Activities

READ AND DISCUSS THIS POEM by Edwin Markham:

He drew a circle that shut me out—  
Heretic, rebel, a thing to flout.  
But Love and I had the wit to win:  
We drew a circle that took him in!

What does this poem mean to you and your friends? Can you think of examples from your own life that seem to fit the poem? Is there anyone you know who might benefit from being drawn into your circle?

WRITE IN YOUR JOURNAL<sup>2</sup> about a time when someone was kind to you or did a service for you. How did you feel? Have you ever received a service that made you feel uncomfortable or embarrassed? Why did you feel that way? What can you learn from that experience?

READ A BIOGRAPHY about a famous philanthropist—someone who has dedicated his or her life to improving the lives of others. Make a poster illustrating the person's achievements. Write a report or make a speech about him or her.

LEARN ABOUT THE WELFARE SYSTEM in your country. Contact your city or state government to find out

how much welfare costs your city or state. Make a line graph showing how welfare costs have increased or decreased over the past 10 years. You might want to make separate graphs showing the costs for children (ages 5–18), adults (19–65), and seniors (66 and over). Find out if the number of people receiving welfare benefits has increased, decreased, or stayed the same.

## CHECK IT OUT



To learn more about the welfare system in the United States, contact:

**U.S. Department of Health and Human Services**  
200 Independence Avenue, SW  
Room 647-D  
Washington, DC 20201  
(202) 690-6343  
<http://www.dhhs.gov/>

RESEARCH HOW OTHER COUNTRIES have cared for their citizens through history. You might take a look at Egypt, Greece, African nations, China, Russia (or the former Soviet Union), or Canada. Or find out how the United States has cared for Native American peoples. Make a chart comparing the countries or cultures you choose to research.

PLAN AND DO A SERVICE PROJECT. Follow these steps:<sup>3</sup>

- 1. Research your project.** Choose an issue or need that concerns you, then come up with a project related to that issue or need.
- 2. Form a team.** If you don't want to go it alone, or if the project seems too complicated to do by yourself, invite others to join you.
- 3. Find a sponsor.** Ask a responsible adult (teacher, parent, neighbor, scout leader, etc.) to act as your sponsor. This can give your project credibility with other adults whose help and/or permission you might need.
- 4. Make a plan.** Decide when and where to meet. Decide how you will get to the meeting place and service location. Define your goal; what do you hope to

<sup>2</sup> See "Endurance," pages 88, 89, and 92, for journaling resources.

<sup>3</sup> Adapted from *The Kid's Guide to Service Projects* by Barbara A. Lewis (Minneapolis: Free Spirit Publishing, 1995), pages 8–12. Used with permission of the publisher.

achieve? Set a schedule for your project. Estimate your costs. Think hard about your project; is it realistic? Too complicated? Too simple? How could you improve it?

**5. Consider the recipient.** Always make sure that the people you plan to serve really want your help. What's the best way to do this? Ask them!

**6. Decide where you'll perform your service.** Will you go to the people you plan to serve, or will they come to you? If you go to them, be sure to visit the location ahead of time and find out if it has what you need. If they come to you, make sure that your location has what you need.

**7. Get any permissions you need to proceed.** Depending on your project, you might have to ask permission from your principal, teacher(s), school district personnel, youth leader, parents, etc.

**8. Advertise.** Let other people know about your project. Make a flyer, create a public service announcement, or send out a press release.

**9. Fund-raise.** Do you need start-up money for your service project? Will you need to buy equipment or supplies? If your project will cost anything beyond pocket money, you'll need to fund-raise.

**10. When your project has ended, evaluate it.** Reflect on your experience. Discuss it with your team, family, teachers, friends, and neighbors. Talk it over with the people you served. What did you learn? What did you accomplish? Would you do the project again? How could you improve it?

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## CHECK IT OUT



Four national programs that promote youth service are:

### Corporation for National Service

1201 New York Avenue, NW  
Washington, DC 20525  
(202) 606-5000  
<http://www.cns.gov/>

### National Youth Leadership Council

1910 West County Road B  
Roseville, MN 55113  
(612) 631-3672  
<http://www.nylc.org/>

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### Youth as Resources

Center for Youth as Resources  
1700 K Street, NW, Suite 801  
Washington, DC 20006  
(202) 466-6272, ext. 131  
<http://www.yar.org/>

### Youth Service America

1101 15th Street, NW  
Washington, DC 20005  
(202) 296-2992  
<http://www.servenet.org/ysanet2/index.html>

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**DO A "SECRET SERVICE."** Choose someone you'd like to do something nice for or give something to. Leave a treat on a porch, in a locker, on a desk. Write an anonymous note telling the person why you admire him or her.

*Variation:* Do the "Twelve Days of Christmas Surprise" for someone lonely or in need. Secretly leave a treat or perform a service for the person 12 days in a row. (You don't have to wait until Christmas.)

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## CHECK IT OUT



For inspiration when planning your "secret service," read:

*Kids' Random Acts of Kindness* by the editors of Conari Press (Emeryville, CA: Conari Press, 1994). Kids from around the world tell their own stories of sudden, impetuous acts of kindness.

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**WRITE YOUR OWN "RANDOM ACTS" BOOK.** Collect stories from friends, classmates, family members, and neighbors. Illustrate your book with drawings or photographs. Make several copies to hand out.

**BRAINSTORM A LIST OF POSSIBLE NEEDS** for family members (parents, brothers, sisters, grandparents, etc.). You could also brainstorm lists of needs for teachers, custodians, lunchroom aides, your school, the PTA, seniors, people with special needs, animals, etc. Review your lists and choose a project to do based on a need.

**START A KINDNESS "CHAIN REACTION."** Place a "Kindness Box" in your school, home, or club. Put a stack of paper and a marker beside the box. Above the box, include a sheet of simple instructions. They might say "Write about an anonymous act of kindness



you've done or seen someone do." Each week, take the papers out of the box and display them in a chain on a wall. Or decorate a bulletin board with care messages or quotations about caring.

**WRITE A SKIT** about acts of kindness and ways to serve others. Present it to celebrate a favorite holiday or any time during the year. You might perform your skit for children in a hospital or shelter.

**MAKE "I CARE" KITS.** Collect personal items such as combs, toothbrushes, soaps, deodorants, etc. for a traveler's aid service. Or collect clothing, mittens, and shoes for a homeless shelter. Or collect pens, pencils, crayons, paper, and lap games for children in hospitals. Or make a Newcomer's Kit for new kids who come into your school. (This kit might include a map of the school, a school schedule, information about clubs and activities, a bus schedule, or anything else you can think of.)

**COLLECT SONGS ABOUT CARING.** Do this with a group of friends—you'll have more fun and find more songs. Perform some of your songs for your school, your community center, or children at a hospital or shelter.






**BE A CARING TEAM PLAYER.** Brainstorm ways to support team members when they make mistakes, have poor skills, or insult each other. How can you show care and concern for members of your own team, other teams, your coach, and yourself?

**PLAY A "LET ME HELP YOU" GAME.** Create an obstacle course that isn't too difficult. Pair off into partners. One partner wears a blindfold; the other is the helper. Start by having the blindfolded players try to navigate the obstacle course without help. They may refuse—or they may try and laugh, trip, or fall. Next, have the helpers guide the blindfolded players through the course. Switch places so all players have the chance to experience how good it feels to give and receive help.

**Variations:**

1. The helper gives verbal instructions but doesn't touch the blindfolded person.
2. The helper says nothing, but guides the blindfolded person with his or her hands.
3. The helper uses a combination of words and touches to guide the blindfolded person.

**READ STORIES ABOUT CARING.** Look for these books:

-  *Dacey's Song* by Cynthia Voigt (New York: Atheneum, 1982). Dacey struggles with school, a job, and responsibility for her brothers and sisters as she adjusts to living with her grandmother. Ages 11–12.
-  *The Gift of the Magi* by O. Henry (Wheaton, IL: Victor Books, 1996). A husband and wife give up their most valued possessions to purchase Christmas presents for each other. Ages 10 & up. (You can also find this story in many anthologies.)
-  *The Giving Tree* by Shel Silverstein (New York: HarperCollins Children's Books, 1964). A tree becomes an important part of a young boy's life. As they both age, the tree keeps giving happiness to the boy until she has none left for herself. All ages.
-  *Monkey Island* by Paula Fox (New York: Dell Publishing Co., Inc., 1993). Clay's father has left, and one day his mother doesn't come home. After a few days, 11-year-old Clay runs away and begins living on the streets, where he finds new friends to help him get by. Ages 11 & up.
-  *Sarah Bishop* by Scott O'Dell (New York: Scholastic, Inc., 1991). During the Revolutionary War, Sarah is befriended by an Indian couple and a young Quaker. When Sarah's reclusive lifestyle leads to charges of witchcraft, she is defended by the Quaker. Ages 11–15.

# Character in *ACTION*

## Claudia Rodriguez: Someone Who Cares

**C**laudia's mom first saw the advertisement in a Spanish language newspaper in Framingham, Massachusetts. The advertisement told of an AmeriCorps-sponsored workshop to train 100 teenagers in leadership skills and community service. Claudia sent in her application and was one of the teenagers chosen to go to Fort Devens, Massachusetts, in the summer when she was 16.

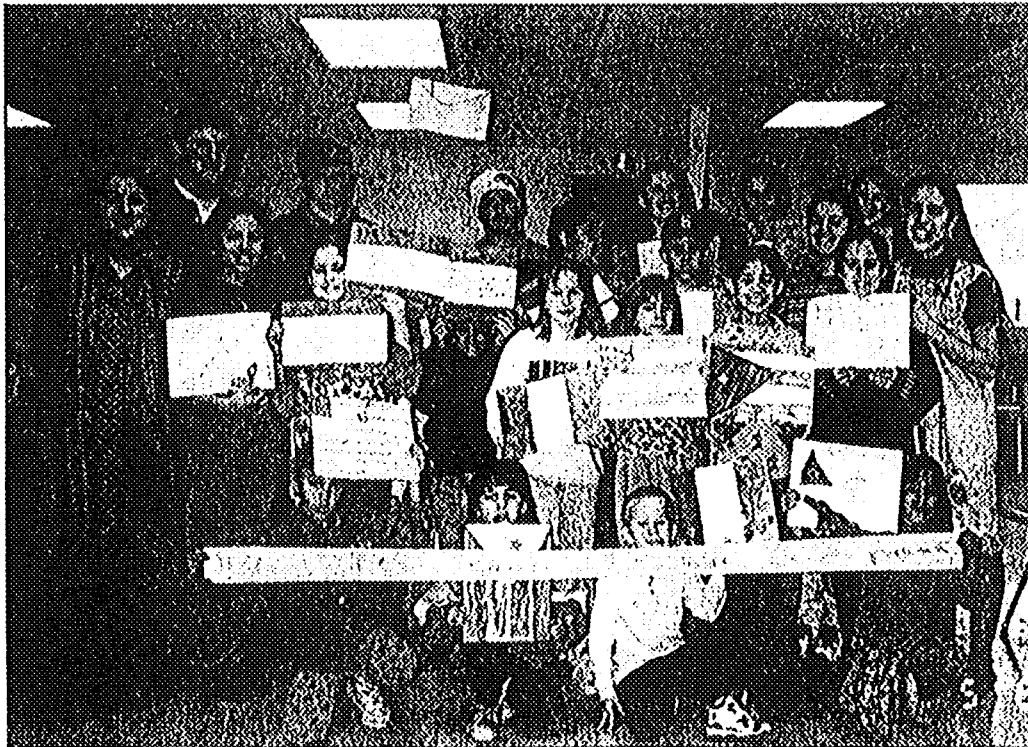
During the leadership training, Claudia worked with a team of 10 kids from New Mexico, Puerto Rico, Utah, and Texas. Together they surveyed, planned, and set up a meeting for minority business owners to find out how crime and safety affected them. After surveying more than 150 people, Claudia and her friends provided information to businesses about alarm systems and other safety measures.

At the end of her AmeriCorps training, Claudia was one of only two teens chosen to attend a Summer

of Safety National Forum. She received more training there and returned home drenched in enthusiasm.

That's when her mom told her about a problem at the day-care center where she worked. All day long, Mrs. Rodriguez explained, kids from a nearby housing project would press their noses against the windows of the center, knocking and begging to use the playground. But the playground was always locked, and only children whose parents paid for day care were allowed to use it.

"That's when it hit me," Claudia remembers. "I had really developed my leadership skills and a desire to serve by helping those small businesses. So I went to a teacher at Framingham High School and made a proposal for an after-school Esperanza program for those children living in the low-income housing project." Claudia received lots of support from about 20 other teens in a service club at the high school.



Claudia Rodriguez (far right) on Cultural Day

The project wasn't easy. First, Claudia struggled to find a place to house the program. The Framingham Housing Authority finally agreed to donate a facility next door to the day-care center.

Claudia immediately organized her friends to collect donations of crayons, paper, scissors, and supplies from teachers and day-care centers. Then she made a flyer and distributed it around the housing project.

Only a handful of kids showed up on the first day, but by the end of the year, 30 or more children attended the program each Monday night for one hour. Claudia oversaw all the activities, which included arts, crafts, board games, and tutoring for the kids.

Kids like J.J., a nine-year-old hyperactive child with freckles peppered over his cheeks. "He was the kind of kid I wanted to hug," Claudia explains, "but

he would never hug me back, even though I could tell he wanted affection. One day, we wrote him a get-well letter because he had been sick for two weeks. When he returned, he handed me a cake with a rose on top, and I almost cried."

When Claudia graduated from high school, another girl from the service club took over the program, and it's still running.

"Everything is a cycle," Claudia says. "The adults in the training program cared for me and had hope in me as a teenager. They believed I could do something. I tried to carry this to my community. I helped the kids. When these children grow up, they will have a sense of caring for others, because they have been cared for. I hope they will pass it on.

"I realize that if you care for someone and give them confidence, you never know what treasures are inside them and what they hold."



# CARING

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## Definition

Concern for the well-being of others.

## Related Words

- Empathy
- Kindness
- Compassion
- Brotherhood
- Charity
- Graciousness

## Practical Applications

- Giving to others who are less fortunate.
- Participation in canned food drives.
- Thinking of another person's feelings.
- Being kind, even when others are not.
- Including others in activities.

## Suggested Reading

### Elementary

- Aesop, "The Lion and the Mouse", Aesop Fables, Doubleday, 1979.
- Andersen, Hans Christian, The Little Match Girl, Houghton Mifflin, 1968.
- Dickens, Charles, A Christmas Carol, Weathervane Books, 1977.
- Goley, Elaine, Learn the Value of Giving, Rourke Enterprises, 1989.
- Grimm, "Grandmother's Table", Grimms Fairy Tales.
- Hurlbut, The Good Samaritan.
- Johnson, Beauty and the Beast.

### Middle

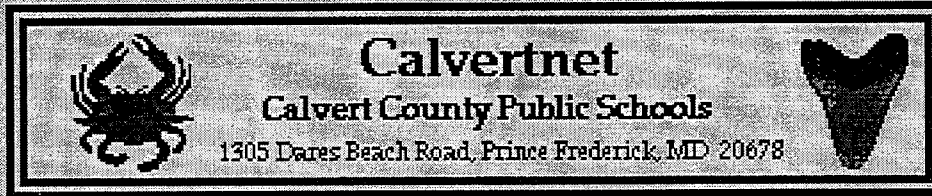
- Fast, Howard, April Morning, Bantam, 1961.
- Kipling, Rudyard, Captains Courageous, Doubleday, 1986.
- Patterson, Francine, The Story of Koko, Scholastic, 1987.
- Vought, Cynthia, Building Blocks, Athaurm, 1984.
- Short Stories: From The Book of Virtues
  - Greek myth, "Echo and Narcissus"
  - Leonard, Tom and Strong, Joanna, "The Angel of the Battlefield"

High

- Faulkner, William, The Sound and the Fury.
- Lee, Harper, To Kill A Mockingbird.
- Lewis, Sinclair, Babbitt.
- Salinger, J. D., The Catcher in the Rye.

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# January Justice and Fairness

# Character in *ACTION*

## Winfred Rembert Jr.: Integrity in the Face of Danger

**W**hen eleven-year-old Winfred Rembert Jr. first moved with his family to New Haven, Connecticut, neighborhood gang members tried to get him to sell drugs. "It wasn't like they asked anyone. It was like a telling," Winfred remembers. He ignored them and walked away. Gang members continued to harass him, one time stealing his new basketball. Winfred refused to fight.

When he was 15, gang members tried to lure him into drug dealing in the school cafeteria. They promised him fast money. "They were throwing money down on the cafeteria table, you know, trying to bribe me," he explains. But Winfred ignored them again and went about his business of growing up. He grew *way* up—to 6 feet 3 inches by the time he was 16 and a basketball player for Hillhouse High School. And he still refused to sell drugs or to join the gang.

One evening, Winfred was in his backyard when a parking lot attendant tore across the street to tell him his family was in a gang fight. His 14-year-old brother Edgar didn't like drugs either, and the gang had roughed him up and damaged his bicycle.

Winfred dropped his basketball and charged up the block. In the distance he could see his mom, dad, and brother trying to fight off the gang. As Edgar fought back, a kid Winfred had known at school for three years pulled a gun and aimed it at Edgar. His mother was standing right by Edgar's side.

Winfred pumped his legs like pistons, leaped through the air, and shoved Edgar, knocking him out of the line of fire. Then he threw his body across his mother just as the gun discharged. Winfred clutched his stomach and fell backward, taking the bullet meant for his brother.

While Winfred was lying in the hospital, a news reporter asked him if he regretted having sacrificed himself for his brother and mother. Although Winfred swallowed hard, he shook his head. When another reporter asked him why he thought the gang member had shot him, Winfred replied "I think he shot me to make a point to the neighborhood that you can't say no to them. They never before had anyone stand up to them and actually say no."

The gang member was arrested on a first-degree assault charge. Winfred had two operations. The bullet was extracted and he recovered. He still sometimes wakes up in the night with a fleeting pain in his abdomen.

Winfred's integrity didn't go unnoticed. Albertus Magnus College, a private liberal arts college in New Haven, offered him a full scholarship for standing up for his beliefs. He accepted and chose to study sociology with an emphasis on criminal justice.

Winfred knows exactly why he refused to join a gang or sell drugs. "I want a better life," he insists. "I was doing something I believe in, and that's why I wasn't afraid. You've just got to do what you think is right."



Winfred Rembert Jr.



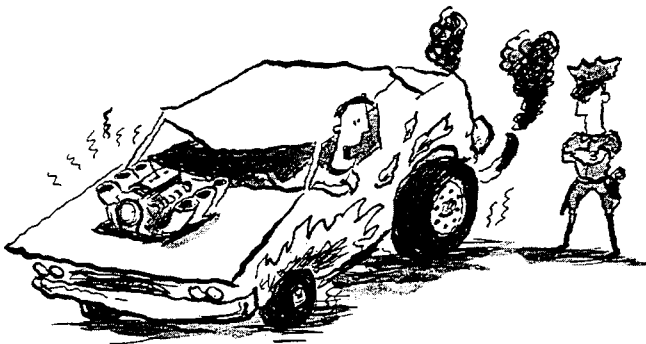
## Fairness, equality, tolerance

"Justice is . . . the conscience of the whole of humanity."  
*Alexander Solzhenitsyn*

## Justice

**Y**ou're driving down a city street where the posted speed limit is 35 miles per hour, but you're doing 50. You're stopped by the police and given a speeding ticket. Is this justice?

What if you were doing 50 because you're late for work? You explain this to the officer, but she gives you a ticket anyway—and advises you to get up earlier tomorrow so you won't have to speed. Is this justice? Would it be justice if the officer decided *not* to give you a ticket because you had a "good reason" to speed?



"I'm positive I wasn't driving too fast. Are you sure your radar is accurate?"

And what if we were doing 35 and you got stopped anyway? When you ask the officer why she stopped you, she explains that a robbery just happened nearby. The robbery was committed by a young black man. You're a young black man, and the street you're driving down is in a predominantly white neighborhood. Is this justice? What do you think?

Here's how *Merriam Webster's Collegiate Dictionary*<sup>1</sup> defines justice:

- 1 a: the maintenance or administration of what is just esp. by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments  
b: JUDGE  
c: the administration of law; *esp.*: the establishment or determination of rights according to the rules of law or equity
- 2 a: the quality of being just, impartial, or fair  
b: (1): the principle or ideal of just dealing or right action  
(2): conformity to this principle or ideal: RIGHTEOUSNESS  
c: the quality of conforming to law
- 3: conformity to truth, fact, or reason: CORRECTNESS

"What is just" means what is reasonable, proper, righteous, deserved, and lawful. "Impartial" means treating and affecting everyone equally, without bias. Getting a speeding ticket for going 15 miles over the limit is justice, even if you had a good reason. Getting stopped because you're a black man in a white neighborhood is not justice.

<sup>1</sup> *Merriam Webster's Collegiate Dictionary*, Tenth Edition (Springfield, MA: 1993).



Think about all the ways the word “justice” is used. The United States Pledge of Allegiance ends with the words “. . . with liberty and justice for all.” Superman fights for “Truth, Justice, and the American Way.” So do the members of the Justice League of America, to name other comic book characters. We have a criminal justice system to deal with people who commit crimes, and a juvenile justice system for those who aren’t yet adults. A person who “flees justice” runs from the law; if he’s caught, he’s “brought to justice.” In the days of the Wild West, “frontier justice” often meant taking the law into your own hands. If you’re given a task, assignment, or job and you “do it justice,” you’re giving it a good effort. “Social justice” calls for the fair distribution of goods. If we lived and practiced social justice, all children would have a safe place to live, clothing to wear, food to eat, and adequate medical care.

The legendary U.S. defense attorney Clarence Darrow once said “There is no such thing as justice—in or out of court.” What do you think he meant by that? Do you agree?

“Justice cannot be for one side alone,  
but must be for both.”

*Eleanor Roosevelt*

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## CHECK IT OUT



*What Are My Rights? 95 Questions and Answers About Teens and the Law* by Thomas A. Jacobs, J.D. (Minneapolis: Free Spirit Publishing, 1997). Covers laws related to the family, school, workplace, growing up, and more that pertain specifically to teens. Ages 12 & up.

### Legal Pad Junior for Teens

<http://www.legalpadjr.com/teens.htm>

Chats, clubs, a newsletter by and for teens, online legal help, and more.

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## Fairness

“Fairness is what justice really is.”

*Potter Stewart*

You probably learned about fairness long before you heard the word justice. As a child, you were taught to “play fair,” “be fair,” and “act fair.” This usually meant taking turns, sharing, and waiting your turn in line. When someone wouldn’t take turns, refused to share, or cut into the line, you hollered to your parent or teacher “So-and-so isn’t being FAAAAAAIIIIIIIRRRRR!”

When you’re fair, you’re impartial and honest. You make decisions free from bias, prejudice, favoritism, or self-interest (“what’s in it for ME?”). You follow the established rules, and you don’t cheat. Your family, friends, and teachers know that they can trust you and count on you. When you announce that you’re throwing a pizza party for everyone in your class, you really do invite *everyone*—even the kid who steals your lunch and calls you names. People who have a sense of fairness make good leaders and mediators.

## Equality

“As long as you keep a person down, some part of you has to be down there, to hold him down, so it means you cannot soar as you otherwise might.”

*Marian Anderson*

If your parents give you and your brother the same opportunities to go to school, take guitar lessons, and do the dishes, you might say that they’re treating you as equals. Does this mean that you *are* equals? What if your brother is older than you are? What if you’re older than he is? What if he does better in school than you do? What if you do better in school than he does? What if you’re both boys? What if you’re a girl? And what does equality really mean?

Most people struggle with this concept at one time or another. It’s complicated, and there are no easy answers. To some people, equality means treating everyone the same. But everyone *isn’t* the

same, so this doesn't always work and can create big problems. Take school, for example. In a class of 30 students, some will be gifted, some will be "average" (another tricky word!), and some will have learning differences and need special help with things that average students learn more easily and gifted students might already know. What if the teacher treats everyone exactly the same? The average students might be okay with this, but the gifted kids and those who struggle to learn probably *won't* be okay.

The Declaration of Independence says that "all men are created equal." Does this mean that women aren't created equal? Is that what the signers meant to say, or was the word "men" supposed to include women, too? If it was, why did women have to fight for the right to vote, and why did it take until 1920 (and a constitutional amendment) before they were given that right? Does "all men" include men (people?) of all races and cultural backgrounds? If so, why do we need affirmative action . . . or do we?

"Men their rights and nothing more;  
women their rights and nothing less."

*Susan B. Anthony and Elizabeth Cady Stanton*

You might have asked yourself questions like these. Or you might have talked about equality with your family, friends, classmates, and teachers. Keep asking, talking, and thinking about equality, because it's important to do so. What you feel and believe about equality will determine how you treat other people throughout your life—and how you expect them to treat you. Continue gathering information and opinions, then form your own conclusions about equality. You might start with these basic ideas:

- ▲ Equality isn't about sameness. It's about access, rights, and opportunity.
- ▲ Every person is unique, and all people should be able to reach their full potential without encountering artificial barriers of gender, race, religion, class, or cultural background.
- ▲ Hatred, harassment, discrimination, and prejudice have no place in a society that promotes equality.

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## CHECK IT OUT



Three organizations that fight for equality and fairness are:

### Anti-Defamation League (ADL)

823 United Nations Plaza  
New York, NY 10017  
(212) 490-2525  
<http://www.adl.org/>

### National Association for the Advancement of Colored People (NAACP)

Washington Bureau  
1025 Vermont Avenue, NW, Suite 1120  
Washington, DC 20005  
(202) 638-2269  
<http://www.naACP.org/>

### National Organization for Women (NOW)

1000 16th Street, NW, Suite 700  
Washington, DC 20036  
(202) 331-0066  
<http://www.now.org/>

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## Tolerance

"Every bigot was once a child  
free of prejudice."

*Sister Mary de Lourdes*

You've probably heard the word "tolerance" often over the past few years—at school, in your faith community, and at home. We all need to learn to be more tolerant of others, regardless of whether their "differences" are due to race, cultural background, gender, age, intelligence, physical capabilities, or any other reason.

When you're tolerant, you have sympathy for beliefs or practices that are different from your own. You may not share or even agree with them, but you recognize their right to exist. You don't let prejudice and bigotry determine who your friends will be. You treat people with respect no matter who they are.

Why should you be more tolerant? Here are four great reasons:

**1. The more tolerant you are, the more open you are to learning about other people.** Have you ever

had a preconceived notion about a person or group, then found out you were wrong once you got to know them? What if you hadn't gotten to know them? You'd still be stuck in your old ways of thinking. When you're not learning, your brain becomes stale.

**2. *The more you learn, the less you fear.*** Remember when you were sure there were monsters under your bed? Or how afraid you were the first time you went swimming and put your face in the water? Then you looked under the bed or dunked your face in the water a few more times and suddenly you weren't afraid anymore. Unlearning prejudices works the same way. Once you learn that you have nothing to fear, you become willing to try more new things, ideas, and relationships. As you practice tolerance and become more comfortable with other people's differences, curiosity replaces fear. Your mind opens. You start respecting other people's opinions, practices, behaviors, and beliefs. You gain a deeper understanding of yourself and others. It's easy to hate a stereotype, hard to hate a friend.

**3. *The less you fear, the more comfortable you feel around all kinds of people.*** Wouldn't you like to feel safer and more secure anytime, anywhere? Studies have shown that people who get along with different kinds of people are emotionally and physically healthier—and more successful in their careers—than those who don't.

**4. *The more people you know (especially different kinds of people), the more interesting your life becomes.*** What if you were allowed to read books by only one author? If you had to wear blue jeans, a white T-shirt, and black sneakers every day? What if you were never permitted to try anything new, not even a new soft drink or computer game? What if all of your friends looked, thought, and behaved exactly alike? What if they all had to be the same age, religion, gender, and race?

How can you learn to be more tolerant of others? Here's how:

**1. *Be willing to meet new people.*** Don't ever judge a whole group of people by one person's actions.

That's poor deductive reasoning, and it leads to prejudice and discrimination.

**2. *Be willing to listen and learn.*** Ask people to tell you about their backgrounds, beliefs, and traditions. Sometimes this can challenge your own ways of thinking and make you reexamine your own ideas. It can also open the door to new friendships and experiences.

**3. *As you're learning about differences, look for similarities.*** You probably have more in common than you know.

"If four-fifths of the world's population consists of people of color, why are they still called 'minorities'?"

*Lynn Duvall*

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## CHECK IT OUT



*Respecting Our Differences: A Guide to Getting Along in a Changing World* by Lynn Duvall (Minneapolis: Free Spirit Publishing, 1994). Real-life examples, activities, and resources encourage readers to become more tolerant of others and savor the rich diversity of America's changing culture. Ages 13 & up.

Teaching Tolerance  
400 Washington Avenue  
Montgomery, AL 36104  
(334) 264-0286

<http://www.splcenter.org/teachingtolerance.html>

A national education project dedicated to helping teachers foster equity, respect, and understanding in the classroom and beyond. *Teaching Tolerance* magazine is available free to teachers.

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## Character Dilemmas

*For journaling or writing essays, discussion, debate, role-playing, reflection*

Suppose that . . .

**1** In Florida in 1993, a young boy named Gregory Kingsley tried to sue his mother for divorce. He wanted to be adopted by a family that had been caring for him. The Circuit Court ruled that Gregory had the right to do this. His mother took the case to the District Court of Appeals (a

higher court), which overruled the lower court and said that Gregory did *not* have this right. What do you think? Should children have the legal right to divorce their parents? Should they have the right to choose which parent to live with when parents divorce? What should the parents' rights be?

**2** There are two different ethnic groups in your school. They don't like each other and are constantly arguing, pushing each other around, and even fighting. One day, a new student arrives, and soon you start to think that you'd like to have him for a friend. The problem is, you're in one group and he's in the other. What should you do? What might be the consequences of your actions? Could you accept the consequences?

**3** A college has a limited number of scholarships to award. How should it decide which students should receive the scholarships? Should the decisions be based on 1) financial need (which would help students from low-income families), 2) affirmative action (which would help women students and those from minority groups), or 3) merit (which would help students who have earned good grades and high test scores in high school)?

**4** You know that one of your neighbors doesn't pay her income taxes. Instead, she reports her earnings in a way that takes illegal advantage of tax shelters. Do you think that people should have the right to decide whether or not to pay taxes? Who should decide how much they must pay? What, if anything, might you do about your neighbor?

**5** A student in your class at school has been very ill this year. You learn that he needs a heart transplant; in fact, if he doesn't have one soon, he'll probably die. His parents belong to a religion that doesn't allow heart transplants, and they refuse to let your friend have the surgery. Do parents have the right to decide whether their children get medical help? Do they have the right to decide what kinds of medical help their children can have? Explain your answer—but first, try to see both sides of this dilemma.

**6** You're an employer, and you're looking for someone to fill a job. Your favorite applicant is a man. But because of affirmative action, you have to hire a woman. What are the pros and cons of affirmative action? What do you think is the best thing to do in your situation?

## Activities

**GUESS THE PUNISHMENT OR CONSEQUENCE** for each of the following crimes or infractions. Try to be just and fair. If you do this activity with your class or club, you might brainstorm punishments and consequences as a group. Afterward, invite a law student or an attorney to visit your class or club. Share your guesses, then ask for a legal point of view.

- During a locker search of your school, two cans of beer are discovered in a student's locker.
- The governor of your state accepts a bribe from a lobbying group.
- Your best friend borrows his parents' car without their permission, and the two of you go to a movie.
- Your older sister "borrows" money from your dresser without permission.
- The school secretary dips into the school lunch money to buy food for her family.
- A high-ranking officer in the military sells government secrets to another country.
- A drunk driver hits a child, causing minor injuries, and drives away.
- The owner of a small, struggling business doesn't report all of his earnings on his income tax return.
- One of your neighbors grows marijuana in her basement.
- Gang members graffiti your school.
- A student at your school has a handgun in the glove compartment in her car. She says it's so she'll feel safe.
- One of the clubs at your school refuses to let a new student join. You overhear the president say that it's because the new student is of a different race.

**LEARN ABOUT FAIRNESS AND EQUITY LAWS.** Research one or more of the following, then report your findings to your class or club. You might do this orally, in writing, or creatively (make a bulletin board or poster, have a debate, create a comic book, perform a skit, etc.).

- Ⓐ The Civil Rights Act of 1964 (Public Law 88-352) prohibits race-based discrimination in public places including hotels, restaurants, and buses.
- Ⓐ The Civil Rights Act of 1965 (Public Law 89-110) makes it illegal to use literacy tests and other unfair practices to prevent citizens from voting.
- Ⓐ Title VII of the Civil Rights Act of 1964 protects people against sexual harassment, including unwelcome sexual advances, contact, or conditions of employment.
- Ⓐ Title IX of the Educational Amendments of 1972 bans discrimination on the basis of sex. It applies to any educational program that receives federal funds, including school athletic programs.
- Ⓐ The Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 provide equal opportunities for persons with disabilities. Under these laws, schools that receive federal funds must provide accessible facilities for *all* of their students.
- Ⓐ The Equal Rights Amendment (ERA) states that "Equality of Rights under the law shall not be denied or abridged by the United States or any state on account of sex." Written in 1921 by suffragist Alice Paul, the ERA has been introduced in Congress every session since 1923 but has never been ratified by the 38 states needed to make it a law. Find out why. Do *you* think it should be ratified? Why or why not?

## CHECK IT OUT



*Guide to American Law: Everyone's Legal Encyclopedia* (St. Paul, MN: West Publishing Company, 1983, supplemented annually). If you enjoy reading about landmark laws, look for this 12-volume set and its supplements at your library reference desk or local law library. It's written in language that even non-lawyers can understand.

## Teen Court TV

<http://www.courtstv.com/teens/>

An educational site with court cases of interest to teens.

**HOLD A MOCK TRIAL** of a fairy tale character. *Example:* Put Goldilocks on trial for breaking and entering, or the Wolf for destroying the Three Little Pigs' property. Make sure that your trial is just and fair. Write the history of the case. Assign people to play various roles: judge, defendant, prosecuting attorney, defending attorney, witnesses, experts, bailiffs, clerks, jurors. Allow time afterward for discussion and analysis.

**FIND OUT IF THERE'S A TEEN COURT**, Youth Court, or Student Court in your state, county, or community. If there isn't, contact your principal, mayor, state representative, or governor and ask that one (or more) be established. Teen courts are becoming increasingly popular alternatives to juvenile court for first-time offenders ages 16 and under including kids caught drinking, using drugs, or exhibiting other problem behaviors. The jurors, attorneys, bailiffs, and clerks are all teens; the judge is usually, but not always, an adult. The teen jurors decide on the punishment, which usually involves service, educational classes, and future jury service on the court rather than the traditional fines and sentences. When the defendant completes the sentence, the misdemeanor charge is usually dropped from his or her record. Since most teens must wait until age 19 to have their teen crimes erased, many young offenders are choosing to be tried in teen courts instead of regular courts.

## CHECK IT OUT



**American Bar Association**  
Division for Public Education  
541 North Fairbanks Court  
Chicago, IL 60611-3314  
(312) 988-5735

<http://www.abanet.org/>

The ABA has materials available to help teachers hold lively mock trials in the classroom. It also offers a free packet of information about teen/youth/student courts, including a national directory of existing courts.

**Center for Civic Education**  
5146 Douglas Fir Road  
Calabasas, CA 91302-1467  
1-800-350-4223

<http://www.civiced.org>

The Center for Civic Education wrote the national standards for civics and government education (available on their Web site), as well as CIVITAS and other educational materials concerning concepts, principles, and values of democracy for K-12.

### **Constitutional Rights Foundation**

601 South Kingsley Drive  
Los Angeles, CA 90005  
(213) 487-5590

<http://www.crs-usa.org>

The Constitutional Rights Foundation provides educational materials and sends out an excellent newsletter that includes discussions about law-related topics.

**MAKE A TIMELINE ABOUT PRAYER IN SCHOOLS.** In 1962, the U.S. Supreme Court ruled in *Engel v. Vitale* that a school district can't compel students to pray in schools. Since then, there have been many lawsuits involving prayer in schools. Research several and show them on a timeline. TIP: See the *Guide to American Law* (page 147).

*Variation:* Debate both sides of this issue. Consider these questions: 1) Should students be *allowed* to pray in school? 2) Should they be *encouraged* to pray in school? 3) Should they be *prevented* from praying in school? 4) Who has the right to decide?

"As long as there are tests, there will always be prayer in schools."

*Anonymous*

**LEARN ABOUT THE INTERNET** and free speech. Research one or more current "hot topics." *Examples:* Should certain types of information be censored? What if Person A posts instructions for how to build a bomb and Person B finds them, uses them to make a bomb, and kills a dozen people? Should Person A be held accountable for the bombing? Should scientific information be screened before it's made public? Should people be allowed to slander each other? Should people be fined or punished for using bad language? For posting or accessing pornography? Learn as much as you can about your issue and write an essay that considers both sides.

*Variation:* Research the history of the Telecommunications Act of 1996 and/or the Communications Decency Act (CDA) of 1996.

## **CHECK IT OUT**



### **The Electronic Frontier Foundation**

<http://www EFF.org/>

A nonprofit civil liberties organization working to protect privacy, free expression, and access to public resources and information online, as well as to promote responsibility in new media.

### **Yahoo's Censorship and the Net Links**

[http://www.yahoo.com/Society\\_and\\_Culture/](http://www.yahoo.com/Society_and_Culture/Civil_Rights/Censorship/Censorship_and_the_Net/)

[Civil\\_Rights/Censorship/Censorship\\_and\\_the\\_Net/](http://www.yahoo.com/Society_and_Culture/Civil_Rights/Censorship/Censorship_and_the_Net/)  
Links to arguments for and against free speech on the Internet.

**WRITE IN YOUR JOURNAL<sup>2</sup>** about how it feels to be treated unfairly. Think about a time when it happened to you. Maybe you were accused of something you didn't do. Maybe a parent or teacher didn't believe you when you told the truth. As you write, consider these questions:

1. How did you feel then?
2. How do you feel now?
3. What might you do to prevent that from happening again?
4. Is there anything you can do to clear the air between you and the person who treated you unfairly? Can you talk with him or her? Or is it too late?
5. Do you need to apologize for anything?
6. Do you need to replace or fix anything?
7. Have you tried forgiving the person who treated you unfairly?<sup>3</sup>
8. What have you learned from the experience?

**IMAGINE THAT YOU'RE A PARENT** with four children. You have \$25 a week to hand out in allowances. Your children are 1) a 15-year-old boy, 2) a 12-year-old girl, 3) an 8-year-old boy, and 4) a 5-year-old boy.

<sup>2</sup> See "Endurance," pages 88, 89, and 92, for journaling resources.

<sup>3</sup> See "Forgiveness," pages 94-102.

What percentage of the \$25 will each child get? How will you determine this in a way that's fair to everyone? Will the amount stay the same each week? Why or why not?

**CREATE A FAMILY FAIRNESS CHART.** Who does what around your house? Do some people do all or most of the chores? Is there a way to divide up the work that's fair to everyone? Make a chart listing all of the different jobs that need to be done, from feeding the cat to washing the dishes, taking out the trash to mopping the floors. Hold a family meeting to discuss your chart. See if your family members will agree to sign up for jobs.

**CONSIDER THE PROS AND CONS** of coed team sports. Should team sports include boys/men and girls/women on the same teams, or should players be separated by gender into different teams or leagues?<sup>4</sup> Does it make a difference which type of league or competition is involved? Think about college vs. high school, middle school, or elementary school; community vs. national leagues; football vs. basketball, soccer, tennis, swimming, or other sports you can think of. Break up into small groups and discuss this issue. Be sure to consider all sides. Then choose a spokesperson and share your conclusions with your class, club, or friends.

*Variation:* Is this an issue in your school or community? If it is, write a letter to the people who organize athletic competitions and teams and express your views. Or pass a petition, collecting names of those who agree (or disagree) that teams should be coeducational. Present your petition to those who have the power to make the decision.

**RESEARCH CURRENT ANNUAL SALARIES** for people in various professions. You might include professional athletes, corporate executives, teachers, electricians, librarians, plumbers, physicians, dentists, engineers, computer programmers, construction workers, etc. For athletes and executives, be sure to include money earned from other sources (endorsements, bonuses, stock options, etc.). Once you've gathered your information, make a graph that compares the salaries. Do they seem fair to you? Why or why not? Draw your conclusions and

report them to your class. TIP: In 1996, boxer Mike Tyson fought three times and earned \$75 million in purses. NBA star Michael Jordan earned \$52.6 million—\$12.6 million from basketball and \$40 million from other sources.

**PRETEND THAT YOU'RE IN CHARGE** of deciding the order in which patients receive heart transplants. There are five patients who need immediate transplants: 1) a heart specialist who has already saved hundreds of lives, 2) a four-year-old child, 3) a convict at a local prison, 4) a talented pianist, and 5) a mother of four children. Who will receive the first transplant? The second? The third? How will you decide? Create a list of requirements (in order of importance) for persons receiving heart transplants. Make your list as fair and just as possible. Share and discuss your list with classmates, friends, and family members.

**PLAY A RELAY GAME.** This game is an object lesson in fairness, but no one should know that but you (and anyone who helps you to organize it). The players should think that they're simply going to play a game, with no advance warning of what's *really* about to happen.

1. Divide the group into two teams—boys and girls. (Or you might divide them into groups by hair color, eye color, who's wearing brown or green, or any other criterion you choose.) It doesn't matter if the teams have equal numbers of players.
2. Have the teams stand in two lines behind a starting line. Mark off another line several yards away.
3. To play, team members take off their shoes, run to the marked-off line, and return. Before the next person on the team can start running, the first person must put his or her shoes back on—ties, clips, and all. Then the first person goes to the back of the line and the relay continues.
4. After 2–3 people from each team have finished their runs, stop the game and announce a change in the rules. *Example:* "Since there are more girls than boys, and since girls' shoes are usually harder to take off and put back on, we're going to give the girls an extra advantage. They can run to the line and back, but the boys have to walk." Or

<sup>4</sup> See "Imagination," pages 133–134, for a true story on this topic.

you might shorten the relay distance for one team, make it okay for one team to start running before their team member finishes putting on his or her shoes, or whatever you choose. The point is to deliberately create an unfair situation. If some people start complaining, ignore them or tell them to stop.

Continue the relay, changing the rules once or twice more. Stop when almost *everyone* is complaining that the rules “aren’t fair.” Afterward, talk about what happened. Ask questions like these:

- ? How did it feel to play this game?
- ? What was it like to be on the team that received special privileges? What was it like to be on the other team?
- ? Does it make a difference if the rules of a game are fair for everyone? Why or why not?
- ? Does it make a difference if the rules aren’t fair for some people? Why or why not?

**BRAINSTORM LISTS OF WAYS** in which people are and aren’t equal. Brainstorm ways in which you, your class, your family, and/or your community can help people to be more tolerant of differences.

**LEARN ABOUT HUMAN RIGHTS.** According to the preamble of the United Nations’ Universal Declaration of Human Rights, “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.” You might choose to research a particular human rights document or declaration, or you might look into the status of human rights in a particular country or part of the world. You might gather information from one or more human rights organizations—and you might decide to join one and do your part to promote human rights. Come up with a creative way to report your findings to your class, school, family, community, or club.

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## CHECK IT OUT



*Contemporary Human Rights Activists* by Eileen Lucas (New York: Facts On File, 1997). Meet men and women around the world who are working on human rights and civil rights issues. Ages 12–16.

### Human Rights Watch

485 Fifth Avenue  
New York, NY 10017-6104  
(212) 972-8400

<http://www.hrw.org/>

This coalition of human rights groups attracts some of the best researchers in the field.

### Human Rights Web

<http://www.hrweb.org/>

Extensive up-to-date information about human rights, an online primer for new human rights activists, and links to human rights organizations.

### University of Minnesota Human Rights Library

<http://www.umn.edu/humanrts/>

The Universal Declaration of Human Rights, Declaration of the Rights of the Child, and many more, plus links to other human rights sites.

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**SURVEY YOUR SCHOOL** to find out how tolerant students feel it is. You can copy and use the Tolerance Survey on page 152 or write your own questions. Distribute the surveys and set up a collection box where people can return their completed surveys anonymously. Afterward, compile the results and write an article for your school newspaper, or announce the results over your school PA system. Work with your school’s administration to make a plan for carrying out the suggestions for improving tolerance. **IMPORTANT:** Use your survey to bring people together, not to further divide them into groups.

**START A MULTICULTURAL CLUB** at your school.<sup>5</sup> Post flyers announcing the club, and/or advertise it over your school PA system, in your school newspaper, on community bulletin boards, or on the radio. Your goal should be to bring together people from different cultures to share fun and activities. Find a supportive adult to act as your sponsor, decide on a time and place to meet, then let the club members

<sup>5</sup> See “Leadership,” pages 160–161, for tips on how to start a club.



choose their own activities (biking, skiing, jogging, swimming, service, etc.).


**HOLD A CULTURAL APPRECIATION WEEK** at your school or in your community. Schedule various activities throughout the week that spotlight and celebrate cultural differences.<sup>6</sup> (Or schedule the activities at any time throughout the year.) *Examples:*


- \* Have a multicultural fashion show, talent show, music festival, and/or food festival.
- \* Display multicultural books and crafts.
- \* Make a bulletin board or a series of posters that reveal the richness of different ethnic groups. Include clothing, art, music, inventions, etc.
- \* Invite ethnic leaders from the community to speak.
- \* Organize ethnic dances.
- \* Invite people from different cultural groups to sing for an assembly. Have them teach songs to the group so everyone can sing along.
- \* Show films from various countries and cultures around the world.
- \* Hold a forum or panel discussion for members of various cultural groups to discuss problems, similarities, and opportunities.
- \* Research and provide scholarship information for members of various ethnic groups.


**MAKE NEW FRIENDS.** Seek out and talk with people from various ethnic and cultural backgrounds. Sit


with someone new at lunch. Invite someone to go with you to a movie or other activity.


**READ STORIES ABOUT JUSTICE,** fairness, equality, and tolerance. Look for these books:

 *Gemini Game* by Michael Scott (New York: Holiday House, 1994). Liz and BJ O'Connor, teenage owners of a computer game company, find themselves in serious trouble after players of their virtual reality computer game fall into a coma. Their only hope is to flee from the police, locate a copy of their game, and correct the programming. Ages 12–16.

 *The Hate Crime* by Phyllis Karas (New York: Avon Flare Books, 1995). For high-school sophomore Zack, being Jewish has never been a big deal—until someone paints anti-Semitic graffiti on the Temple Israel. Ages 13 & up.

 *The House of Dies Drear* by Virginia Hamilton (New York: Macmillan, 1968). A story about the secrets walled within an old house reaches back to the days of slavery and the underground railroad. Ages 10–14.

 *The War with Grandpa* by Robert Kimmel Smith (New York: Dell, 1984). Upset that he's forced to give up his room when his grandfather moves in, Pete decides to declare war to get it back. Ages 9–13.

 *The Well: David's Story* by Mildred Taylor (New York: Dial, 1995). In the early 1900s, David's rural Mississippi family shares their well water with black and white neighbors. Ages 8–12.

<sup>6</sup> See "Empathy," page 83, for multicultural resources.

# Tolerance Survey

*This is an anonymous survey. Don't write your name anywhere on it! Please drop your completed survey in the collection box in \_\_\_\_\_ location.*

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1. Do you think the students in our school are tolerant?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you think the teachers are tolerant?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you think the administration and staff (principal, secretaries, custodians, cafeteria workers, etc.) are tolerant? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Have you personally experienced intolerance? If so, describe your experience. (Please DON'T name names.)              |                          |                          |
| <hr/> <hr/> <hr/>  |                          |                          |
| 5. In your opinion, what are the worst tolerance problems at our school?   |                          |                          |
| <hr/> <hr/> <hr/>  |                          |                          |
| 6. What would you do to improve tolerance at our school?   |                          |                          |
| <hr/> <hr/> <hr/>  |                          |                          |

*Please be sure to complete this information:*

You are a  male  female

What grade are you in? \_\_\_\_\_

How old are you? \_\_\_\_\_

What is your race or ethnic/cultural background? \_\_\_\_\_

**THANK YOU for taking this survey!**

# Character in *ACTION*

## Shagufta Bhatti: Teaching Tolerance

**W**hen Shagufta Bhatti was in elementary school, the other students stared at her colorful *shalwar kameez*—the ethnic clothing she wore. They asked her about her long, loose pants and shirt that billowed down to her knees. “They look like pajamas,” kids said. “Why do you wear them? Aren’t you hot, especially in summer?”

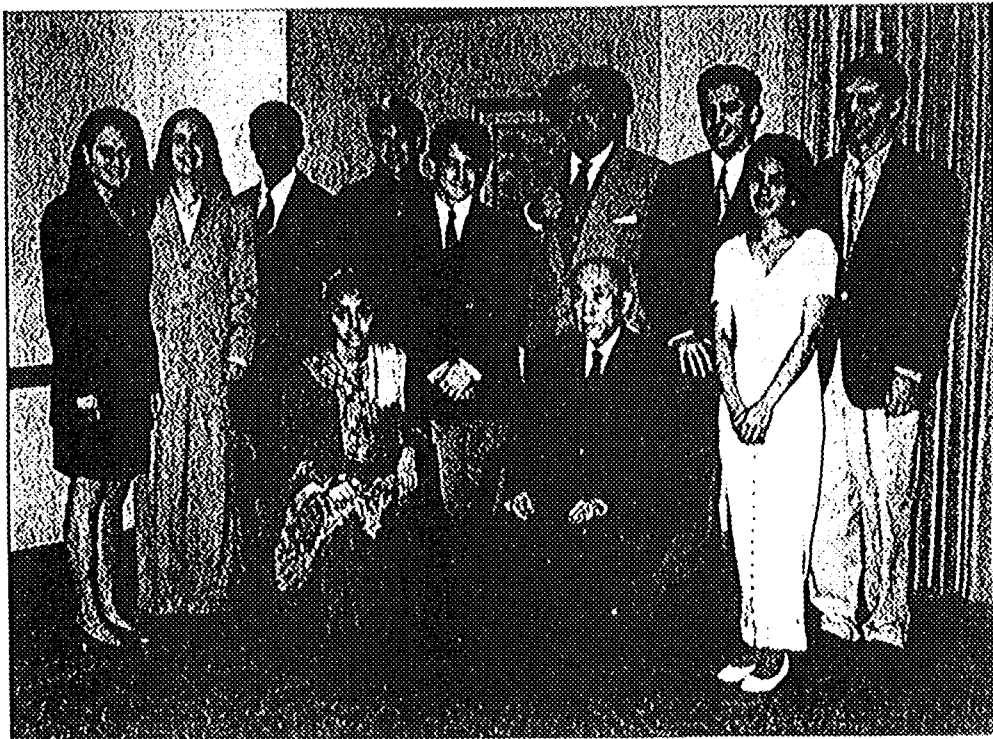
Shagufta told her parents “I can’t concentrate on school. There are too many questions about my clothes.” So her parents, devout Muslims, agreed that she could wear “regular clothes” to school if she wore her ethnic clothing at home and at other times when she was out in public. Shagufta was relieved.

In junior high school, she felt the stab of prejudice when students associated her with terrorism and torture because of her ethnic background. Except for her best friends, who always stood by her, many kids looked at her with mistrustful faces, eyes wide with suspicion.

Then Shagufta’s social studies teacher stopped her one day in the hall and asked her if she wanted to join the Council for Unity (CFU), a multicultural club that promotes diversity education and violence prevention. Founded in 1975 by New York City high school teacher Robert DePena following a racially motivated killing, CFU has spread to many high schools and middle schools.

It sounded good to Shagufta. It was just what she needed, even though the thought of opening up to others scared her. She was shy, partly because she respected the Muslim tradition that encouraged women to be obedient, modest, and quiet.

Shagufta and other members of the group organized and hosted an ethnic fair where African, Asian, Jewish, Latino, Caribbean, Muslim, and Russian cultures shared tasty ethnic foods. “I helped make banners, posters, and we had activities which taught the 1,200 high school students about different cultures,” Shagufta explains. “Then we had an ethnic fashion



Shagufta Bhatti (seated, front left) wearing her *shalwar kameez*

show. I was afraid at first, afraid of looking silly. I didn't want to model my ethnic clothing, but we all did it. We used it to educate the junior high students. People liked it. I was surprised."

In high school, Shagufta became a member of the CFU executive board. She and her friends planned a Jewish Passover Seder around the holiday season. They collected, wrapped, and delivered toys to over 1,700 disadvantaged kids at Christmas. They collected money for charities, shopped for seniors, and got involved in cultural awareness programs.

One of the activities Shagufta liked best was Group Dynamics. A multicultural group of kids sat in a classroom in a circle, facing one another. They talked about problems and discussed ways to change their behaviors. They gained each other's trust and understanding and learned how to support

each other. Shagufta developed skills as a mediator and helped other students to settle disputes before they blew up.

Gradually Shagufta overcame some of her shyness and learned how to approach people, communicate better, and express her feelings. She shared her traditions of fasting during Ramadan, the ninth month of the Muslim calendar; of praying privately while facing Mecca; of not eating pork or drinking alcohol; of arranged marriages. Her culturally different friends nodded their heads in understanding because they, too, had unique customs that other people understood and respected.

"We are a melting pot," Shagufta now believes. "We came together from diverse lands to form a new, colorful nation. We should judge people by character, not by color."



# JUSTICE & FAIRNESS

[Definition](#) | [Related Words](#) | [Practical Applications](#) | [Suggested Reading](#)  
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## Definition

Treating people honestly and justly, respecting the rules of society and the rights of others.

## Related Words

- Equality
- Golden Rule
- Impartiality
- Objectivity
- Respect
- Code
- Law

## Practical Applications

- Playing fairly and following the rules at recess and in gym class.
- Treating all people justly.
- Being tolerant of people of all ages, occupations, races, religions and those who have disabilities.
- Being willing to do, in our family, what is best for everyone.
- Treating others the way you want to be treated.
- Mediating disputes in the classroom.
- Determining consequences for negative behaviors from student class meeting.
- Class meetings could also be used as a time to generate rewards for following the written and unwritten rules.
- Showing students that being fair just doesn't always mean absolute equal treatment for all in every circumstance.

## Suggested Reading

### Elementary

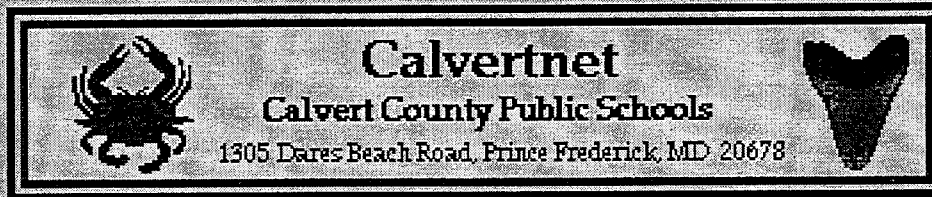
- Adler, David, A Picture Book of Frederick Douglass. Illustrated by Samuel Byrd. Holiday House, 1993.
- Adler, David A., A Picture Book of Martin Luther King, Jr. Illustrated by Robert Casilla. Holiday House, 1989.
- Alexander, Martha, Move Over, Twerp, Dial Books, 1981.
- Coles, Robert. The Story of Ruby Bridges. Illustrated by George Ford. Scholastic, 1993.
- Ferris, Jeri. Walking the Road to Freedom. A Story about Sojourner Truth. Lerner Publishers, 1989.
- Fisher, Leonard Everett. Gandhi. Atheneum Books, 1995.
- Fritz, Jean. You Want Women to Vote, Lizzie Stanton? Putnam, 1995.
- Fritz, Jean. Shh! We're Writing the Constitution. Putnam Pub. Group, 1987.

- Green, Jeffrey, Backyard Bear, Scholastic, Inc., 1993.
- Heyer, Carol, Robin Hood, Hambleton-Hill, 1993.
- Jones, Jennifer Berry, Heetunka's Harvest: A Tale of the Plains Indians, Illustrated by Shannon Keegan, Roberts Rinehart, 1994.
- Reynolds, Phyllis, King of the Playground, Collier MacMillan, 1991.
- Riis, Jacob, How the Other Half Lives, Dover, 1971.
- Rosenberg, Janet, Being Poor, Carolrhoda Books, 1973.
- Schwartz, Amy, Camper of the Week, Orchard Books, 1991.
- Vaes, Alain, Reynard the Fox, Adapted from a Classic Folk Tale, Turner Publishing, 1994.

**Upper Elementary and Possibly Middle:**

- Books about Abraham Lincoln, Dr. Martin Luther King, and Pocahontas.
- Dutton Children's Books, The Big Book for Peace, 1990.
- Christian, Mary Blount, The Lucky Man, MacMillan, 1979.
- Curle, Jock, Four Good Friends, North South Books, Holt, 1987.
- Dvgard, Thomas J., Halfback Tough, William Morrow and Co., 1986.
- Hahn, Mary D., Stepping On the Cracks, Avon Books, 1991.
- Sachar, Louis, A Boy in the Girl's Bathroom, Alfren Knopf Inc., 1987.
- Scholes, Katherine, Peace Begins With You, Sierra Book Club, Little Brown, 1989.
- Smith, Robert Kimmel, The War With Grandpa, Delacorte Press, 1984.

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**February**  
**Honesty and**  
**Trustworthiness**

# Honesty

Truthfulness, sincerity, honor,  
fairness, trustworthiness, being genuine

"The naked truth is always better than  
the best-dressed lie."

*Ann Landers*

**M**artin was sprawled in front of the TV, sort of doing his math, when the phone rang. "Answer it!" his sister hollered from upstairs. "And if it's Robert, tell him I'm not home."

"Why should I?" Martin asked, looking up as his sister rushed into the family room.

"You idiot! Just answer the phone! I don't want to hurt his feelings. He's going to ask me to go to the junior dance with him, and I want to go with Alex. So tell him I'm not here . . . if it's Robert."

Martin still hesitated as the phone rang for the fifth time.

"Look, if you're feeling guilty, I'll go stand on the front porch," his sister said. "Then I'm really *not* home." Martin's sister ran out the front door just as he answered the phone.

Would Martin be lying if it were Robert calling and Martin said his sister wasn't home? Have you ever manipulated the truth in this way? What might Martin have done to handle the problem with his sister better?

Suppose you have a brother who has had a really rotten day. A bad-hair, drop-your-lunch-tray, step-in-dog-doo-day. He comes home, throws his books on the kitchen table, and stomps off toward his bed-

room as your mother follows him, asking "What's wrong, dear?" He barks "Nothing!" and slams his door in her face. Is he being honest with your mom? With himself?

Dishonest thoughts can lead to dishonest actions. The truth is, your brother doesn't want to tell your mother what's wrong, because to do that he'd have to face what's wrong. Did he make a poor choice? A foolish mistake? Did he fight with a friend? Talk back to a teacher? Whatever it is, he'd rather not think about it. And he certainly doesn't want to tell your mom about it . . . too embarrassing. So he covers up the truth, lies to your mom, then tops it off by being rude. Now he has *three* problems instead of just one. And until he admits *to himself* what's wrong, he can't make any of them better.

It's okay to look stupid, make mistakes, and have bad days. Everyone does. If your brother had stopped to think about that, he might have told your mom "I had a rotten day, and now I want to be alone for a while." That would have left him with the *one* problem he had to begin with, plus quiet time to consider what to do about it.

In most cases, honesty isn't just the best policy. It's also a lot simpler than the alternative.

"Truth is the only safe ground  
to stand upon."

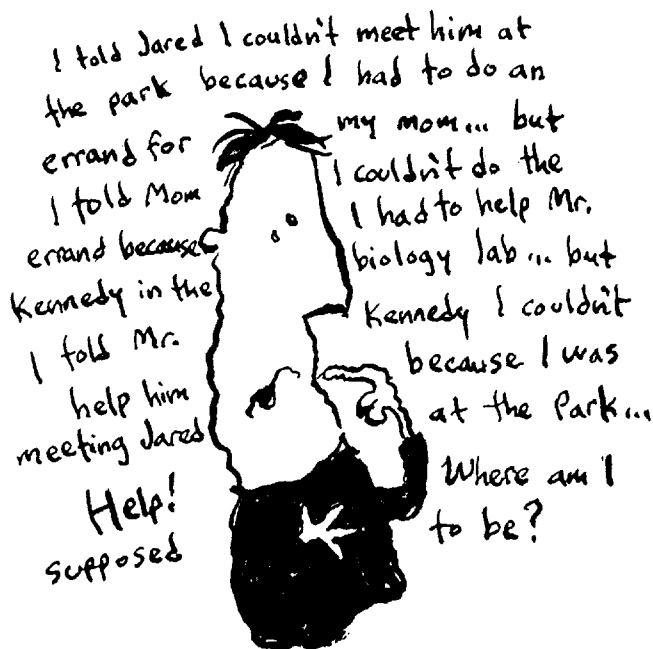
*Elizabeth Cady Stanton*



# Eight Great Reasons to Tell the Truth

"Half the truth is often a great lie."  
Benjamin Franklin

1. Telling the truth lets everyone know what really happened. There's less chance of misunderstanding, confusion, or conflict.
2. Telling the truth protects innocent people from being blamed or punished.
3. Telling the truth allows everyone to learn from what happened.
4. You usually get into less trouble for telling the truth than for lying (and getting caught).
5. Other people trust you more when you tell the truth.
6. You don't have to tell (and remember) more lies to keep your story straight.
7. You gain a reputation for being truthful—a trait most people value.
8. Telling the truth helps you to feel secure and peaceful inside.



You could probably come up your own list of great reasons for telling the truth. And you might want to do just that, if it helps you to stay on the truth track. Meanwhile, here are ten tips to keep in mind for times when you're tempted to go the other way.

## Ten Tips for Being More Truthful

1. **Make a commitment to tell the truth.** Say to yourself "Starting today, I'm someone who tells the truth." Then honor your commitment.
2. **Tell someone about your commitment**—a close friend, a parent, a teacher, someone else you trust. Keep that person informed of your progress.
3. **Think before you give a dishonest answer, explanation, or reason.** Consider the consequences. You'll probably decide that it's easier to tell the truth.
4. **Be careful of when and how you use exaggeration, sarcasm, or irony.** Maybe you're trying to be funny, or maybe you want to discourage further questions or conversation. Either way, you don't want to give people the wrong information. *Example:* You missed three problems on your math test, and you're upset because that dropped you down a grade. You dad asks "How was your math test?" and you answer back "I blew it!" He ends up thinking you did a lot worse than you really did—and worrying as a result.
5. **Be careful not to twist the truth or leave out part of it.** *Example:* Gloria says to Marcus "Tell Hosea I don't know if my folks will let me go to the party with him." What Gloria means is that her parents might not let her go to the party, period. But Marcus says to Hosea "Gloria's dad probably won't let her go to the party with you." Now Hosea thinks that Gloria's dad doesn't like him, doesn't think he's good enough for his daughter, doesn't trust him—or maybe Gloria doesn't want to go with him. Marcus's little twist could greatly change how Gloria and Hosea relate to each other in the future.

6. **Don't indulge in little white lies;** don't get caught up in cover-ups. *Example:* "My sister's not home" means she's not home. Standing outside on the porch doesn't count.

7. **Watch out for silent lies.** When you know about a lie and choose to keep quiet about it, you're allowing the lie to live on. Silence equals complicity.

8. **When you catch yourself lying, throw your mouth into reverse.** Do it then and there. *Example:* "What I meant to say is I missed three problems on my math test, which means I'm getting a B instead of an A."

9. **Talk to yourself.** (Not out loud, or people might think you're a little strange.) Ask yourself "How do I really feel about this? What's the best thing to do? How can I keep my commitment to myself?"

10. **Treat yourself when you tell the truth even when it's hard to do.** Pat yourself on the back. Indulge yourself. Take an evening off. Do whatever works for you.

"Truth, like surgery, may hurt,  
but it cures."  
*Han Suyin*

Being honest means more than telling the truth. When you're honest, you're *sincere*. You have a *sense of honor and fairness*. You're *trustworthy* and *genuine*. And you're not just honest on the outside; you're honest on the inside, too. You don't lie to anyone, including yourself.

This sounds hard, and sometimes it is. But you probably know someone who has these qualities. And if you're fortunate, that person is your friend.

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## CHECK IT OUT

*The First Honest Book About Lies* by Jonni Kincher (Minneapolis: Free Spirit Publishing, 1992). This book explores the truth about lies and encourages you to develop honesty as a personal value. Experiments, examples, and games explore the nature of lies and promote active questioning and truth-seeking. Ages 13 & up.

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## Sincerity

**When you're sincere,** you don't flatter people to try to make them like you or think well of you. *Example:* A friend comes to school wearing a new blue shirt. The first thing he asks you is "How do I look?" Actually, he doesn't look that good. You don't say "You look great" to his face, then laugh about him later behind his back. That's not being sincere. On the other hand, you don't say "You look awful" because there's no need to hurt his feelings.

Admittedly, this is a tricky situation. You might say "You look nice in blue." Or you might say "You look nice in blue, but I like your old blue shirt better." It depends on what kind of relationship you have. You'll have to be the judge of what's best.

When you're sincere, you're free from hypocrisy and pretense. You express your feelings openly and honestly. Your speech is natural, without double messages or hidden agendas. People know they can count on you to say what you mean and mean what you say.

"The most exhausting thing in life, I have discovered, is being insincere."  
*Anne Morrow Lindbergh*

## Honor and Fairness

You overhear a teacher blame a student for taking the lunch money from her desk. In fact, you saw another student take it. Would you be lying if you said nothing? Technically, no. Would this be the honorable thing to do? No again.

**When you have a sense of honor,** you do the right thing.<sup>1</sup> You might have to spend some time figuring out *how* to do the right thing, and you might have to play out a few scenarios in your mind before taking action, but you know that staying silent isn't an option. In this case, you might tell the teacher what you saw and let her handle it. Or you might go to the student who took the money and suggest that he give it back. Explain that if he doesn't, you'll have to tell the teacher. You're not going to sit by

<sup>1</sup> See also "Integrity," pages 135–141.

and let the other student be blamed for something he didn't do.

"Lying is done with words and  
also with silence."  
*Adrienne Rich*

Having a sense of honor isn't easy. It means that you're true in all you say and do. Your life exemplifies truth, and people can trust you to do and be what you say. You stand up for the truth even when silence is more comfortable. If you hear one person telling a lie about another, you stick up for the person being lied about.

Having a sense of honor can also mean that you're patient and understanding with someone who might have lied. You don't tolerate the lie, but you can forgive the liar,<sup>2</sup> because you know that it's only human to make poor choices and mistakes.

*When you have a sense of fairness*, you don't take things you don't deserve.<sup>3</sup> These "things" might include awards, praise, money, or credit for good ideas or a job well done. If you win first prize in an essay contest because a teacher spent hours listening to you and making suggestions, you don't just take the prize and smile. You take the prize, smile, and thank your teacher.

Having a sense of fairness means that you don't tell your employer that you worked a half-hour more than you did. You don't tell your trombone teacher that you practiced every day when you didn't. You don't let your dad pay you to mow the lawn and then do a shabby job. If the cashier at the grocery store gives you change for a \$20 bill when you paid with a \$10 bill, you don't keep the extra change. You give it back. And if you don't discover it until after you get home, you *take* it back.

## Being Trustworthy and Genuine

*When you're trustworthy*, your parents know that you'll be home by curfew. They don't have to worry

(although they *will* worry, of course, until you walk through the door). They don't have to remind you or hound you. Similarly, if your parents go out for the evening or away for the weekend and leave you in charge of the house, they know that you'll take good care of it. You won't let your friends in for a wild party, even if your friends show up uninvited and make fun of you for not letting them in.

Being trustworthy means that if you promise to meet your math teacher at 7:00 A.M. for a makeup test, you arrive on time. And if you forget to do your homework, that's what you tell your teacher—not some phony story.

"But wait!" you might say. "If I tell my teacher I forgot to do my homework, he'll yell at me." So what? If your teacher yells, that's *his* problem. What you do is *your* problem. When you're trustworthy, you accept the consequences of your actions.<sup>4</sup>

Being trustworthy doesn't mean that you're perfect. It means that when you make a mistake, other people can count on you to tell the truth and take responsibility. *Example:* Your club leader asks you to call 10 people on a phone list she gives you. If you're trustworthy, you call them. And if you forget to call them, you're *still* trustworthy if you admit it and promise to call them right away. Basically, being trustworthy means that you're a No-Excuses Kid.

*When you're genuine*, the "real you" is the one people see. You're the legal tender dollar bill, not the counterfeit. You're authentic.

Some people have a hard time being genuine. Maybe they're insecure, or they're afraid that other people wouldn't like their "real" selves. So a boy whose father was a so-so boxer brags that his dad was a middleweight champion. Or a girl pretends that her family is rich because that makes her feel more important around her friends. Or politicians develop public selves that are very different from their private selves, hoping to win more votes that way.

Being genuine means that you don't bother with games, ruses, and masquerades. You are what you are, and other people know that. They can relax around you and be genuine, too.

<sup>2</sup> See "Forgiveness," pages 94–102.

<sup>3</sup> For more on fairness, see "Justice," pages 142–153.

<sup>4</sup> See "Choice and Accountability," pages 28–34.

"I yam what I yam."

*Popeye*

## Character Dilemmas

*For journaling or writing essays, discussion, debate, role-playing, reflection*

Suppose that . . .

- 1 Your four-year-old nephew asks you if Santa Claus is real. You can tell by the way he asks that he still wants to believe in Santa Claus. Are you lying if you say yes? Give a reason for your opinion, and look at both sides.
- 2 You're living in Belgium during World War II, and you're secretly hiding a Jewish family in your attic. The police show up at your door and ask if you're harboring Jews. Do you lie or tell the truth? Are there times when you might make a greater mistake by telling the truth than by lying? Give other examples to support your opinion.
- 3 A salesperson at a clothing store works on commission. (This means that she earns a small salary plus a percentage of anything she sells.) A customer tries on a suit that's much too tight for her. When the customer asks "How do I look?" is it the salesperson's responsibility to tell the truth? Why or why not?
- 4 You're a doctor, and one of your patients has severe heart disease. You discover that he also has incurable cancer. Should you tell him about the cancer, knowing that the stress of hearing the news might bring on a heart attack? Or should you say nothing and do your best to treat him?
- 5 The President of the United States (or the leader of your country) has learned about a new communications device that will allow the U.S. government to discover where other countries store their weapons. The same device can also be used to snoop on people in the U.S. Is the President obligated to tell the people about the new device? Why or why not?
- 6 One night, while your parents are away, your brother drives your mother's car without her permission. He doesn't hurt it, and he

even puts gas in the tank on his way home. The one thing he *doesn't* do is put the keys back exactly where he found them. Later, your mom asks you both if anyone moved the keys. Your brother says "Not me." He avoids looking at you. What might you say and why? Should you cover for him, stay silent, or tell?

## Activities

**WRITE AND PERFORM A SKIT** in which you and a friend debate the saying "Honesty is the best policy." This saying has been credited to two famous people: Miguel de Cervantes (1547–1616), author of *Don Quixote*, and George Washington (1732–1799), the first President of the United States. To add interest to your debate, one of you might play the role of either Cervantes or Washington (in costume, of course).

**DISCUSS WITH YOUR CLASS, CLUB, OR FAMILY** what it means to "live a lie." Brainstorm examples of lies that people might "live" and reasons why they might do this.

**LIST EXAMPLES** of what honesty means to you. *Grade 3*  
*Example:* "Honesty means stopping for a red light even when no one is around." Ask your friends to make similar lists. Combine your lists in a booklet to share with your class, school, club, family, or faith community.

**ROLE-PLAY HOW YOU MIGHT RESPOND IF:**

- 3 a friend invites you to his house to watch an R-rated movie, and your parents have made you promise not to watch R-rated movies
- 3 a friend asks you to keep a secret, then tells you she's planning to run away from home
- 3 a friend you're shopping with slips a CD into his jacket and walks out of the store without paying for it.

**RESEARCH WHISTLE-BLOWERS.** A whistle-blower is someone who goes public about an unfair, unsafe, or unethical practice in his or her workplace or somewhere else. (*Example:* An employee learns that his company is illegally dumping toxic waste into a stream, then takes the story to the local media.)

Whistle-blowers may get fired or face other types of abuse. Ask your librarian to help you search newspaper archives for stories about whistle-blowers. For each story, decide if you think the whistle-blower did the right thing.

*Variation:* Talk about what journalist Bill Moyers has said about whistle-blowers: "They're not always right, they don't always win, and they're not always likable. They break the china and rattle the cages of conformity. What would America be without them? They keep the high and mighty on their toes and the majority on notice." Based on what you learned from your research, do you agree or disagree?

**STUDY HONESTY (AND DISHONESTY)** in advertising. Read ads in newspapers and magazines and watch them on TV. When do advertisements exaggerate, make promises that seem unrealistic, and make comparisons with other products that seem unfair? Do they use words like *always*, *never*, *perfect*, and *best*? Collect examples of your research. Compile an "Honesty in Advertising?" booklet. Include your evaluation of each advertisement and a list of guidelines that you think would help to ensure honesty and fairness in advertising.

"Advertising may be described as the science of arresting the human intelligence long enough to get money from it."

*Stephen Leacock*

## CHECK IT OUT



*Caution: This May Be an Advertisement: A Teen Guide to Advertising* by Kathlyn Gay (Danbury, CT: Franklin Watts, 1992). Examines the persuasive techniques used by advertisers and their effects on consumers. Ages 14–18.

### Adbusters

The Media Foundation  
1243 West 7th Avenue  
Vancouver, BC V6H 1B7  
Canada

1-800-663-1243

<http://www.adbusters.org/>

A quarterly magazine published in Vancouver, *Adbusters* is for people who are tired of TV and magazine ads full of stereotypes, sexism, and propaganda. You might ask your library to subscribe. The Web site includes articles from past issues, previews of upcoming issues, and more.

**LEARN ABOUT THE RELATIONSHIP** between honesty and health. Invite a mental health expert to your class to talk on this topic. Are honest people more or less healthy than dishonest people? Are there any diseases or illnesses that seem to be linked to dishonesty and guilt?

**LEARN ABOUT HONESTY** in scientific or medical research. Interview researchers at a local university. Do this in person or, if there's no university nearby, by telephone, mail, or email. (To identify researchers you might want to interview, check the faculty biographies on the university's Web site.) Ask each person a series of questions about honesty in research. You might ask questions like these:

- ? Can you give any examples of researchers who have exaggerated or minimized test results to try to prove something?
- ? What happens to people who manipulate research results and get caught?
- ? How common is manipulation of research results in your area of study?
- ? Are there any safeguards in place to increase the chances of honest research and reporting? If so, what are they?
- ? Do you know of any cases where results were manipulated and something terrible happened?

**COMPARE NATIONAL HONESTY** with local honesty. Contact the National Crime Prevention Council and request the latest statistics for juvenile robbery, burglary, or shoplifting. Next, contact your local police department and request similar numbers from them. Are your local statistics higher or lower than the national numbers? Make a graph to show what you've learned and share it with your class, school, or community.

*Variation:* Meet with your local police, city or community council, juvenile justice department, or intervention program to make a plan for lowering crime local statistics. Ask how you can help.<sup>5</sup>

<sup>5</sup> See "Safety," pages 234–244.

**CHECK IT OUT**

**National Crime Prevention Council (NCPC)**  
 1700 K Street, NW, 2nd Floor  
 Washington, DC 20006-3817  
 (202) 466-6272  
<http://www.ncpc.org/>

**RESEARCH CULTURES PAST OR PRESENT** to learn their views of honesty. *Examples:* Did ancient Greece have the same ideas about honesty as medieval England? How did Native Americans during the 1800s view honesty as compared to the Caucasians who were expanding westward across North America? Choose 2 or 3 cultures and investigate how the concept of honesty has varied. Write a report about what you learn, or write a skit that demonstrates the differences in how honesty has been perceived (and practiced).

*Variations:* Make a scroll showing how the concept of honesty has changed through time. Learn how other cultures have punished people for dishonesty (lying, stealing, cheating), and display your findings on a chart or graph. Or draw cartoons showing how dishonesty is treated in different cultures.

**FIND OUT HOW YOUR SCHOOL** handles dishonesty. Does your school have a student handbook? If so, what does it say about cheating, stealing, lying, plagiarism, and other honesty-related issues? What are the consequences for students who are dishonest? Do the consequences seem fair or unfair? Survey students to collect their opinions about the consequences, and report your findings to the administration.

*Variation:* If your school doesn't have a student handbook, form a committee to create one. Your committee should include members of the administration, the faculty, and the student body. You might start by collecting examples of student handbooks from other schools. Contact the schools directly or search schools' Web sites (TIP: Educational institutions—schools, colleges, and universities—have Internet addresses ending with *.edu*). Some universities have student "honor codes." Under the terms of these "honor codes," students are allowed to take exams unsupervised. Do you think that an honor code would work in your school? If so, suggest that it be included in your handbook.

**SURVEY YOUR CLASS OR SCHOOL** to find out how honest students are. You can copy and use the survey on

page 123 or write your own questions. Distribute the surveys and set up a collection box where people can return their completed surveys anonymously. Afterward, score the surveys and compile the results. Graph them and display the graph in your classroom or school. On your graph, you might want to compare males to females (which gender seems to be more honest?) and/or different age groups or grades. Your graph should include information about how the surveys were scored. *How to score the surveys:* Give 3 points for each "Yes," 2 points for each "Maybe," and 0 points for each "No." *How to evaluate the scores:* 27–30 points = Very Honest; 22–26 points = Mostly Honest; 18–22 points = Bends the Rules; 17 points or fewer = Needs to Reevaluate What Honesty Means. (NOTE: You may disagree with this scoring scale. That's okay. The point of this survey is not to judge, but to get people thinking and talking about honesty. You might want to discuss the scale with your teacher and come up with a different version to use with your class or school.)

**COLLECT PICTURES OF PEOPLE** throughout history who have been known for their honesty. *Examples:* Abraham Lincoln ("Honest Abe"), George Washington ("I cannot tell a lie"). Use your pictures to create an Honesty Mural.

*Variation:* Ask your friends and classmates to tell about times when they were honest. Take their pictures and display them along with brief stories about their honesty.

**HOLD A JINGLE-WRITING CONTEST.** Invite people to write and record jingles about honesty or dishonesty. Award prizes for the best three. Play the winning jingles over your school intercom, or take them to a local radio station and ask if the station will play them on the air.

**PLAY A "WINK THE TRUTH" GAME.** The purpose of this game is to create a group story that's half true and half lies—and to discover how hard it is to keep a story straight if you need to remember many facts and lies. You'll need a group of at least 4 people (more is better). To play:

1. Begin by agreeing on what the story will be about. Try to keep the topic simple. *Examples:* A day at school; something specific that happened at

school or near the school; how the basketball team played at the last game.


2. The first player starts the game by saying two sentences about the topic. One sentence is true, and one is a lie. It doesn't matter what order the player says them in, but he or she must wink when telling the lie. *Example:* "Mrs. Brody was standing at the door of the school this morning when we arrived." (True.) "She was wearing red shoes." (A lie; wink.)

3. The second player repeats the first player's sentences and adds two more sentences to the story, winking for each lie.


4. The third player repeats all four sentences said by the first two players, adds two more sentences, and winks three times.


Continue until the story gets very complicated and people start forgetting which parts are true and which parts are lies. Afterward, talk about the game. Is it hard to keep a story straight if you have to remember many facts and lies?


**READ STORIES ABOUT HONESTY.** Look for these books:


 *Jennifer-The-Jerk Is Missing* by Carol Gorman (New York: Simon & Schuster, 1994).  
Thirteen-year-old Amy is baby-sitting

Malcolm, an eight-year-old with a reputation for making up stories. When he tells her he's witnessed the kidnapping of a schoolmate, Amy doesn't know if she should believe him. Ages 10–14.

 *One-Eyed Cat* by Paula Fox (New York: Bradbury Press, 1984). Eleven-year-old Ned has tried to be the perfect person that his minister father wants his to be, but is filled with guilt after shooting a stray cat with his new air rifle. Ages 10–13.

 *Spying on Miss Muller* by Eve Bunting (New York: Fawcett Book Group, 1996). At a Belfast boarding school at the start of World War II, 13-year-old Jessie must deal with her suspicions about a teacher whose father was German and with her own father's drinking problem. Ages 11–14.

 *Water Sky* by Jean Craighead George (New York: HarperCollins Children's Books, 1987). While living in Barrow, Alaska, with friends of his father, a boy learns the importance of whaling to the native Eskimo culture. Ages 11–14.

 *Your Move, J.P.* by Lois Lowry (New York: Dell, 1991). Lovestruck J.P. goes out of his way to impress his new interest, but things get complicated after a simple lie gets out of control. Ages 9–13.

# Survey

This is an anonymous survey. Don't write your name anywhere on it! Please drop your completed survey in the collection box in \_\_\_\_\_ location.

- |  | Yes                      | No                       | Maybe                    |
|--|--------------------------|--------------------------|--------------------------|
| 1. If you were driving five miles per hour over the speed limit, and a police officer stopped you and asked how fast you'd been driving, would you tell the truth?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If you cheated on a test and didn't get caught, would you tell the truth if your teacher later asked if you cheated?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If you arrived home one night 30 minutes after curfew and your parents weren't there, would you tell them that you had been late?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If you found a wallet in the street with \$200 in it, would you try to return it to the owner?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If a cashier at a checkout stand mistakenly undercharged you for something you bought, would you tell the cashier about it and pay the correct amount?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. If you knew you could sneak into a concert without paying, would you buy a ticket anyway?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If someone you wanted to impress thought you were rich (and you really weren't), would you tell that person the truth about yourself?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. If your parents promised to pay you a lot of money if you earned all A's and B's on your next report card, and if you could keep them from finding out your real grades, would you tell them the truth if you <i>didn't</i> earn all A's and B's? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If you promised your teacher that you'd complete a task by a certain date, would you keep your promise?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. If you knew that a friend stole \$10 from someone else's locker, would you report him or her?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please be sure to complete this information:

You are a  male  female

What grade are you in? \_\_\_\_\_

How old are you? \_\_\_\_\_

**THANK YOU for taking this survey!**

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# Character in *ACTION*

## Jana Benally: Telling the Truth

**J**ana Benally grew to be five feet eleven inches—a tall Navajo—and a star on her high school volleyball team in Blanding, Utah. She spiked, blocked, and scooped up impossible smashes from the other team before they hit the floor. Her team members trusted her skills and depended upon her honesty.

But Jana hadn't always been completely honest. When she was in fourth grade, she lied to her teacher when he asked her if she were chewing gum. "I quickly swallowed the gum and said 'No,'" Jana remembers. "The dumb thing about it was that I didn't need to lie. He probably would have just asked me to spit it out. I felt so guilty, I couldn't think about anything else, and I vowed I would never lie again."

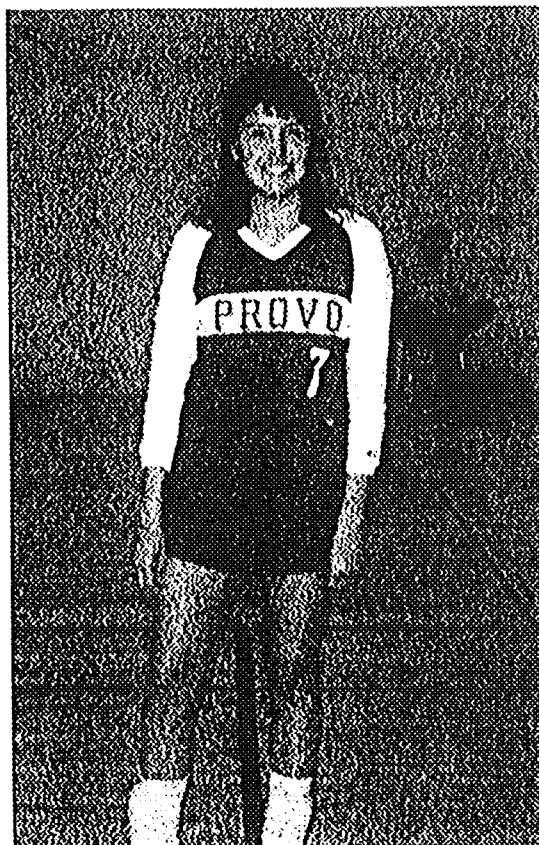
But she did lie again, and she cheated, too. "In fifth grade, my friends and I had a huge social studies assignment. We were all good students and liked to finish our assignments ahead of time. So we divided up the parts and copied from each other." Then her teacher, who conducted secret raids on her students' desks, found three of their notebooks in one desk, all with the same answers. The teacher called in the girls and their parents for a talk.

When Jana and her parents went to see her teacher, Jana's stomach dropped, and all she could see were her teacher's big, round, horrified eyes, with eyelashes that poked straight up as if they were drawn on her eyelids. Jana burst into tears and confessed. This time, she promised herself that she would never cheat again—or lie. For real.

And she didn't, even under pressure. Tremendous pressure. When she was a sophomore at San Juan High School, her team played Morgan High School in the state volleyball championship. The game was tight. Morgan would score, then San Juan would score. Jana leaped, dove, smashed the ball, and wiped the sweat from her forehead between plays.

Near the end of the game, the score was 12 to 14, with Morgan ahead. Morgan only needed one more point to win the state championship. Morgan served to San Juan, and Jana's team passed the ball to the center. Jana set it up and spiked it down hard on Morgan's side of the net. A Morgan player dove for the ball and miraculously dug it up from the back row. The Morgan setter went underneath it and set the ball up to the offhand hitter, who spiked it to San Juan. Jana blocked the ball and it smashed down, in-bounds, on Morgan's side.

The referee blew his whistle and yelled "Side out!" San Juan got the ball, and Jana knew that her team could tie the game and maybe even win. But there was just one problem. As Jana had blocked the spike from Morgan, she had felt the underside of her



Jana Benally

arm brush the net. The referee hadn't seen it. Nobody knew but Jana.

She hesitated for a moment. Then she grabbed the net, motioned to the referee, and said "I touched the net."

Jana's coach glowered and shouted at her. "Let the ref call the game!"

The referee called "Time out!" As he studied Jana's face, his eyes widened into circles. He paused. Then he blew the whistle, called the net ball, and gave the point to Morgan.

Jana took a long, scorching shower before she left the locker room. It was quiet. Her shoes squeaked as she crossed the empty gym floor. No one on her team had blamed her—but they hadn't congratulated her for being honest, either. No one had said much of anything to Jana after the game. But she knew that it took a whole team to win or lose, and she didn't blame herself, either. Although the state championship was blown away, Jana smiled, because inside she knew she had really won.



# HONESTY & TRUSTWORTHINESS

[Definition](#) | [Related Words](#) | [Practical Applications](#) | [Suggested Reading](#)  
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## Definition

Being truthful and trustworthy.

## Related Words

- Integrity
- Sincerity
- Genuineness
- Truthfulness
- Uprightness
- Authentic
- Acting Justly

## Practical Applications

- Never stealing someone else's possessions or ideas (cheating).
- Telling the truth in spite of what you think the consequences will be.
- Being consistently truthful so that others can trust you.
- Helping others maintain honest standards.
- Making sure our motives are unselfish.
- Giving praise only when it is sincere.
- Giving criticism only when it is constructive.
- Doing the right thing.

## Suggested Reading

### Elementary

- Aesop, "The Boy Who Cried Wolf," Aesop's Fables, Viking Press, 1933.
- Alger, Honest Abe.
- Andersen, Hans Christian, The Emperor's New Clothes, E.M. Hale and Co., 1949.
- Berenstain, Stan and Jan, The Berenstain Bears and the Truth, Random House, 1983.
- Collodi, Carlo, Pinocchio, F. Watts, 1959.
- Grimm Brothers, The Frog Prince, McGraw Hill, 1974.
- Jonson, Ben, "Truth," from The Book of Virtues.
- Maupassant, Guy de, The Piece of String: La Ficelle, John Huntington Institute, 1931.
- Tennyson, Alfred, Lady Clare, Porter and Coates, 1884.

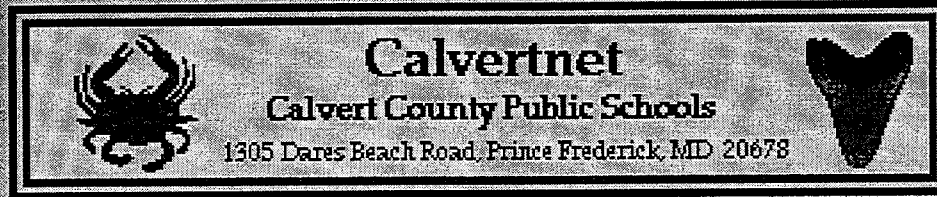
### Middle

- Baldwin, James, "The Story of Regulus," The Book of Virtues.
- Barnum, P.T. "Truth in Advertising," The Book of Virtues.

- Ferris, Jeri, Walking the Road to Freedom: A Story About Sojourner Truth, Carolrhoda, 1984.
- Gray, Frances, Good Morning Miss Dove, Mead, 1946, Pocket Books, 1956.

See also Integrity

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URL: <http://www.calvertnet.k12.md.us/instruction/chared/honesty.html>

# March Cooperation



# COOPERATION

[Definition](#) | [Related Words](#) | [Practical Applications](#) | [Suggested Reading](#)  
[Character Development Links](#) | [Character Development Home Page](#)

## Definition

When two or more people work together by combining their talents and abilities to reach a common goal. Each person shows respect for the worth and dignity of the others in the group.

## Related Words

- Unselfishness
- Teamwork
- Synergy
- Shared Effort
- Collaboration

## Practical Applications

- Following teachers' and parents' instructions.
- Doing our share when working in a group.
- Accepting other's ideas with respect.
- Sharing credit for a job well done.
- Willingness to draw strength from efforts of others.
- Being willing to listen.
- Being happy for someone when his/her work is successful.

## Suggested Reading

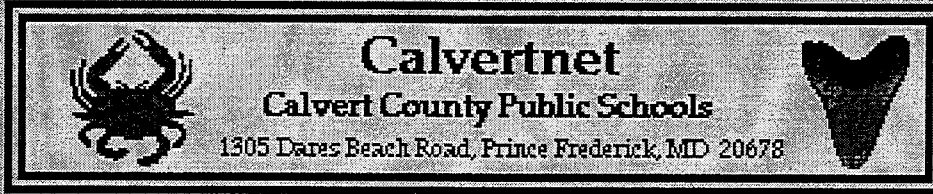
### Elementary

- Berenstain, Stan and Jan, Trouble With Friends, Random House, 1989.
- Berry, Joy Wilt, Let's Talk About Being Selfish, Children's Press, 1984.
- Cohen, Mirian, Will I Have A Friend, MacMillan, 1967.
- DeRegniers, B., The Way I Feel Sometimes. Co-op-er-ate, Clarion Books, 1988.
- McConaughy, Holly Pell, Favorite Poems for Children, Barnes and Noble, 1993.
- Oxenbury, Helen, Tom and Pippo Make A Friend, Alladin Books, 1989.

### Middle

- Baudouy, Michel Aime, Cooperation. More Than Courage, Brace and World, 1961.
- Frost, Robert, "Mending Wall"
- Jones, Adrienne, Sail Calypso!, Little Brown, 1968.

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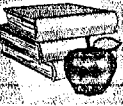
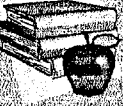
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**SEARCH**

Powered by  **N<sub>2</sub>H<sub>2</sub> BOSS**



# April

## Integrity



# Integrity

Consistency, constancy, honesty, honor

“One must not conceal any part of what one has recognized to be true.”

*Albert Einstein*

**T**he chameleon is a curious lizard-like reptile. It can change colors from green, yellow, cream, or brown to blend with its surroundings. People can be like chameleons, changing their behavior and attitudes to please and accommodate others. For the chameleon, changing is a survival skill that protects it from predators. For people, changing can mean that they're not being true to themselves. In their eagerness to blend in, they sacrifice their integrity.

“Integrity” is one of those words that can be hard to define. If you look it up in a dictionary, you're likely to find definitions like these: “Steadfast adherence to a strict code of moral, ethical, or artistic values; incorruptibility; the quality or state

of being whole, entire, undiminished, or unimpaired; soundness; the quality or state of being undivided; completeness.” When you read between the lines, you can probably come up with a simpler definition: *Being yourself*. All day, every day, regardless of who's around. This doesn't mean that you'll never change. As long as you keep growing and learning, you'll continue to change in some ways. But *who you are*—your essential self—will stay rock solid.

When you have integrity, you're honest with yourself and others.<sup>1</sup> But integrity involves more than telling the truth. You talk the talk *and* walk the walk. You match what you do to what you believe. You have confidence in yourself because you know yourself. Other people have confidence in you because they can depend on you to be consistent and constant. Your friends look to you as a leader because they trust you; parents, teachers, and employers give you more freedom and responsibility.

Your integrity encompasses every part of your life, including your relationships with people (family, friends, neighbors, classmates, teachers), institutions (schools, faith communities, places of employment, organizations), society (community groups, clubs), your country (town, city, state), and yourself. You don't brag, exaggerate, name-drop, try to impress other people, or put them down with insults or cutting sarcasm. And you do the right thing, even if it isn't the easiest or most popular thing.



<sup>1</sup> See “Honesty,” pages 115–125.

You don't deceive people into thinking you have more money than you do. You don't tell some of your friends that you hate cigarettes, then light up with others so they'll think you're cool. You don't pretend to like someone and later stab him in the back. If you do, the time will come when you're not fooling anyone but yourself. When chameleons in nature change colors, they fade into the background, but people who act like chameleons stick out like sore thumbs.

"One must live the way one thinks or end up thinking the way one has lived."

*Paul Bourget*

When you have integrity, you're true to your values. Look for role models who can guide you in developing good values. Seek out honorable, trustworthy, genuine people in the present; study good examples from the past. Your values should not bring harm to other people, things, your country, or the world. They should support, respect, strengthen, and build.

What's great about having integrity is that you can approach each new situation calmly because you don't have to struggle inside to decide how to act. Your integrity protects you from making poor choices. Integrity is the cornerstone of building good character.

Values ↔ Behaviors

INTEGRITY

Thoughts and Beliefs ↔ Actions and Words

## Character Dilemmas

*For journaling or writing essays, discussion, debate, role-playing, reflection*

Suppose that . . .

**1** Your friend Evan is popular, well liked, and a great soccer player besides. Your school's soccer team is competing for first place in the district, and Evan is key to winning. During math class this morning, you saw him cheat on an important test. No one else noticed. If the teacher found out, Evan would be kicked off the soccer

team. Is it your responsibility to report what you saw? Is it anyone's responsibility? What are the consequences of reporting? What might be the consequences of *not* reporting?

**2** You're paying for school supplies at your local discount store. The store is part of a huge chain with hundreds of stores across the country. When the cashier rings up your purchases, she undercharges you \$10 by mistake. You could call it to her attention . . . or you could donate the \$10 to a local homeless shelter you've been helping. You wouldn't be keeping the money for yourself, and the shelter needs it more than the big corporation that owns the store . . . right? Do you put the \$10 in your wallet and leave? Why or why not?

**3** A friend asks you to trade shirts for a day. The style and color of your friend's shirt makes it look like a gang shirt. You don't like gangs, and you don't want anyone to think you're in a gang, but your friend is being very persuasive. If you say no, he'll accuse you of being a coward and broadcast it to the whole school. And it probably wouldn't hurt to wear the shirt for just one day. If anyone thinks you're in a gang, that's *their* problem for being judgmental. Do you agree to the trade? How might you handle this situation with integrity?

**4** Someone you know is always true to her beliefs. She believes in cheating, lying, backstabbing, and putting herself first, and that's what people can count on her to do. Does this person have integrity? Or does having integrity mean being true to the *right* values? Who decides which values are right and which are wrong?

**5** You're baby-sitting for a neighbor who's told you not to have your friends over when you sit. Around 10:00, two of your friends show up uninvited. The kids are in bed asleep, so you let them in. When one friend spills his root beer on the carpet, you make them both leave. You scrub the carpet and manage to remove the stain. Do you need to tell your neighbor that you let your friends inside the house? After all, you sent them home. The stain is gone. Your neighbor will never know they were there. If she did, she might never trust you to sit again. What should you do?

**6** Your neighbor puts his house up for sale, knowing that it needs a new roof that would cost thousands of dollars. His realtor advises him to say nothing about the roof to prospective buyers. "You won't be lying," the realtor says. "You don't have to say anything unless they ask." Do you agree? If you were your neighbor, what would you do?

## Activities

**WRITE IN YOUR JOURNAL<sup>2</sup>** about what integrity means to you. Do you have integrity? How do you know? Who are the integrity role models in your life? Write about a time when someone you know showed integrity. Tell how this affected you personally.

**EVALUATE THE INTEGRITY OF POLITICAL** candidates. If you're near an election time, read the papers, watch TV, and listen to campaign speeches and promises. Which promises do you think are made just to win votes? Are candidates exaggerating problems or making promises that probably can't be kept? How can you tell? Which candidates seem to have the most integrity? Consider volunteering to help them. Call their campaign offices and ask what you can do. You might answer phones, do surveys, pass out flyers, or encourage people to go to the polls on election day.

*Variation:* Research the campaign promises of one or two elected officials who've been in office for two years or longer. Have the officials done what they promised to do? Present your findings in a speech to your class or community.

**RESEARCH PERSONALITY DISORDERS.** Interview a psychiatrist or search the Internet for up-to-date information on mental illnesses that can lead to personality changes, disorders, or multiple personalities. Write a paper based on your findings. Is it possible that mental illness turns some people into "chameleons"?

## CHECK IT OUT

### MentalHealth.Com

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

A free encyclopedia of mental health information, designed by Canadian psychiatrist Phillip W. Long, M.D. Includes information on the 52 most common mental disorders, the 67 most common psychiatric drugs, links to other mental health sites, and more.

### National Institute of Mental Health

<http://www.nimh.nih.gov/>

The official site of this U.S. Government agency includes a large "public information" section with information on specific mental disorders, diagnosis, and treatment.

**INTERVIEW A RESEARCHER** who is working with humans or animals. TIP: Call a university, an engineering laboratory, or a medical facility. Ask questions about integrity in research, like the following:

- ? What kind of research are you doing?
- ? What is the purpose of your research?
- ? What will your research add to our knowledge? Who or what will it help?
- ? Who are your research subjects (people or animals)?
- ? What procedures are you using?
- ? If you're working with human subjects, what do you tell them about your research? Do they know exactly what's happening and why? Have you told them the purpose of your research?
- ? Will you do any follow-up testing?

**EVALUATE THE INTEGRITY** of the U.S. government during World War II, when American soldiers were exposed to atomic radiation in the Pacific and in the American desert (Nevada and New Mexico). Find out 1) what the U.S. government told the soldiers, 2) whether the soldiers were informed about the health hazards of radiation exposure, 3) if the soldiers have experienced any health problems since then, 4) what the government has done to support or not support the soldiers. Form an opinion based on what you learn. Do you agree or disagree with the government's actions? Justify your opinion in a speech or report.

<sup>2</sup> See "Endurance," pages 88, 89, and 92, for journaling resources.

**RESEARCH ATTEMPTS TO REGULATE INTEGRITY** in government. *Examples:* The Ethics in Government Act (1978, 1983, 1985, amended 1990); the Public Officials Integrity Act (1978). Do you think it's possible to enforce the integrity of public officials? Why or why not? Debate this issue.

*Variations:* Research one or more of the following: Watergate (1972–1974); Iran-Contra (1985–1990); Whitewater (1985–still under investigation as of this writing). What happened in each case? What issues of integrity did the investigations uncover?

---

## CHECK IT OUT



*What Was Watergate?* by Pamela Kilian (New York: St. Martins Press, 1990). Written especially for young adults and students, this book recounts the events of the Watergate scandal, which resulted in the resignation of President Richard M. Nixon. Ages 12–16.

### The Center for Public Integrity

1634 Eye Street, NW, Suite 902  
Washington, DC 20006  
(202) 783-3906

<http://www.publicintegrity.org/>

Created in 1989, the Center for Public Integrity is a nonpartisan research organization that focuses on ethics and public services issues. It uncovers stories about political deception, scandal, fraud, and abuse and reports them to the public, helping people to understand the issues and hold public officials accountable. Founder and executive director Charles Lewis is a former investigative reporter and producer for "60 Minutes."

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**SURVEY YOUR CLASS OR SCHOOL** to find out how important integrity is to the students. You can copy and use the survey on page 140 or write your own statements. Distribute the surveys and set up a collection box where people can return their completed surveys anonymously. Afterward, score the surveys and compile the results. Graph them and display the graph in your classroom or school. On your graph, you might want to compare males to females (does one gender seem to be more concerned about integrity than the other?) and/or different age groups or grades. Your graph should include information about how the surveys were scored. *How to score the surveys:* For statements 1, 3–6, and 9, give 1 point for each "No." For statements 2, 7, 8, and 10,

give 1 point for each "Yes." *How to evaluate the scores:* 9–10 points: This is a person who values integrity. 8 points or fewer: This is a person who might want to reexamine what integrity means to him or her. (NOTE: You may disagree with this scoring scale. That's okay. The point of this survey is not to judge, but to get people thinking and talking about integrity. You might want to discuss the scale with your teacher and come up with a different version to use with your class or school.)

**TALK TO YOUR FAMILY ABOUT INTEGRITY.** Ask your parents, brothers, sisters, grandparents, aunts, uncles, etc. what they think integrity means. You might begin your discussion with one of the "Character Dilemmas" on pages 136–137. You might ask each person "In your opinion, who in our family has the *most* integrity? Why do you think this is true?"

*Variation:* Ask each family member to choose an aspect of integrity that he or she wants to work on. Chart your progress individually or as a family.

**CREATE AN INTEGRITY MOBILE.** List some examples of what integrity means to you. Illustrate them and hang them from a mobile in your classroom, club, or room at home. *Example:* If you write "Integrity means standing up for your beliefs," you might illustrate a person standing and saying "I believe. . . ." Can you think of ways to illustrate integrity in dress, speech, action, patriotism, communication, teaching, medicine, politics, etc.?

**WRITE A CHANT ABOUT INTEGRITY** with your class or club. You might write it into your class goals or club charter. *Example:*

What you say is what you do.  
Integrity is being true.  
In speech, in action, and in dress  
You do what's right and don't impress.






**PLAY A "TOSS THE ARTICHOKE" GAME.** This is a game of confusion, laughs—and discovery. You'll need a group of 5–10 people and 5–10 used tennis balls. Paint each tennis ball a different color. (You don't have to paint the whole thing. A big spot of color is sufficient.) Each color represents a different thing. *Examples:* Red = artichoke; green = hyena; orange = can of soda; blue = teddy bear. Make a list of what each color represents. When you're ready, have the players stand in a circle. To play:

1. The leader takes one ball and passes it to the person on his or her right, saying "This is an artichoke" (or whatever the ball stands for).
2. That person passes the same ball to the right, saying "This is an artichoke." The ball continues around the circle.
3. Meanwhile, the leader starts a second ball around the circle, saying "This is a hyena."
4. The leader continues introducing new balls into the circle until all 5–10 are circulating.
5. Without warning, the leader says "Reverse!" and the balls have to travel to the left.

Continue until the game completely falls apart. Afterward, talk about what happened. Ask questions like this:

- ? Is it hard to keep track of who you are if you look like everyone else?
- ? If you try to be something you really aren't, is it easy to lose your identity?
- ? If you call a ball an artichoke, does it become an artichoke?
- ? If you tell someone else that a ball is an artichoke, does that make it an artichoke?

**READ STORIES ABOUT INTEGRITY.** Look for these books:

-  *The Hero and the Crown* by Robin McKinley (New York: Greenwillow, 1984). The daughter of a witch sets out to win people's trust and to gain the Hero's Crown. On the way, she fights dragons, meets a wizard, and battles an evil mage. Ages 11–14.
-  *Nothing but the Truth: A Documentary Novel* by Avi (New York: Orchard, 1991). A ninth grader's suspension for singing "The Star Spangled Banner" during homeroom becomes a national news story. Ages 13–17.
-  *The Story of Ruby Bridges* by Robert Coles (New York: Scholastic, 1995). Six-year-old Ruby must confront the hostility of white parents when she becomes the first African-American girl in Frantz Elementary School in New Orleans in 1960. Ages 8–11.
-  *The Unbreakable Code* by Sara Hoagland Hunter (Flagstaff, AZ: Northland, 1996). John is afraid to leave the Navajo reservation until his grandfather explains how Navajo language, faith, and ingenuity helped to win World War II. Ages 9–12.
-  *The Well: David's Story* by Mildred T. Taylor (New York: Dial Books for Young Readers, 1995). In early 1900s Mississippi, David Logan's family shares their well water with white and black neighbors in an atmosphere of potential racial violence.

# Survey

*This is an anonymous survey. Don't write your name anywhere on it! Please drop your completed survey in the collection box in \_\_\_\_\_ location.*

- |   | Yes                      | No                       | Sometimes                |
|---|--------------------------|--------------------------|--------------------------|
| 1. I wear certain types and styles of clothing to impress other people.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I tell the truth even if it means I'll get into trouble.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The language I use (polite or crude, respectful or obscene) changes depending on who I'm with.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I exaggerate to impress other people.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I use sarcastic humor to put other people in their place.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I give in to peer pressure.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I maintain the same standards with everyone I know—friends, family, teachers, neighbors, etc.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I come home when I say I'm going to. If I can't be there on time, I call ahead to report the reason. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I sneak into games or concerts to avoid paying.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I'm the kind of person my parents and friends think I am.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Please be sure to complete this information:*

You are a  male  female

What grade are you in? \_\_\_\_\_

How old are you? \_\_\_\_\_

**THANK YOU for taking this survey!**



# INTEGRITY

[Definition](#) | [Related Words](#) | [Practical Applications](#) | [Suggested Reading](#)  
[Character Development Links](#) | [Character Development Home Page](#)

## Definition

Being faithful to good principles and high ideals.

## Related Words

- Sincerity
- Uprightness
- Honorable
- High Standards

## Practical Applications

- Doing the right thing no matter what the consequences are.
- See character trait of "Honesty" for additional applications.

## Suggested Reading

### Elementary

- Macmillian, Cyrus, "The Indian Cinderella" from The Book of Children's Virtues.
- Poulsson, Emile, "The Honest Woodman" from The Book of Children's Virtues.

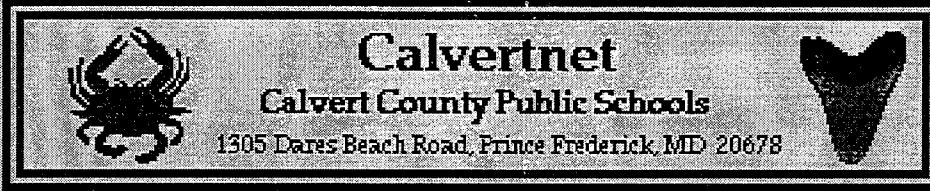
### Middle

- Forbes, Esther, Johnny Tremain.
- North, Sterling, Abraham Lincoln: From Log Cabin to White House, Random House, 1956.

### High

- Dostoevsky, Fyodor, Crime and Punishment.
- Peck, Robert, A Day No Pigs Would Die.
- Salinger, J.D., The Catcher in the Rye.
- Warren, Robert Penn, All the Kings Men.

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# May/June Self-Discipline

# Self-Discipline

Self-control, self-restraint, self-reliance, independence

“Without discipline, there’s no life at all.”

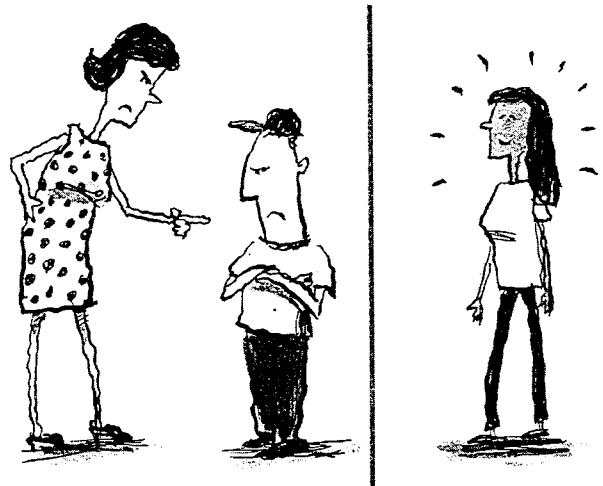
*Katharine Hepburn*

**H**ave you ever been in a classroom when the teacher steps out for a few moments? The teacher is barely out the door when one student starts entertaining the others by telling jokes, drawing cartoons on the blackboard, or standing on a desk. In an instant, other students jump up, chase each other around the room, and wrestle on the floor. Missiles of wadded paper and erasers shoot across the desks. Then suddenly a spy shouts “The teacher is coming!” Instantly, the students rush for their seats. A desk is accidentally overturned. The teacher enters the room, hands on hips, and demands to know what’s going on. Everyone sits quietly, pencils ready, with innocent smiles of conspiracy on their faces.

Sound familiar? Here’s a contrasting story:

Unionville School in Indiana was a small school that housed students from first grade through high school. When I was teaching there, my students decided to have a real experience in democracy and wrote their own class constitution. One day there was a huge, unexpected snowstorm that dumped a two-foot layer of icing over Southern Indiana. Living 30 miles out of town, I was unable to make my way to school until two hours after it started. The principal greeted me with “Hey, you didn’t even need to come in today. I sent someone down to your room to take care of your class, and the kids were already doing it for themselves. They were halfway through their English assignment.”

What’s the difference? In the first example, the students expected the teacher to control their behavior. Their discipline came from *without*. For the Unionville kids, their discipline came from *within*.



Discipline from *without*.      Discipline from *within*.

## Taking Charge of Your Life

When you were very young, your parents had to tell you what to do, and they had to do nearly everything for you. As you grew older, your parents (and other people) expected you to start making some of your own decisions and taking

care of yourself in certain ways. You learned to do what you should (“will power”) and stop yourself from doing what you shouldn’t (“won’t power”). You started using *self-discipline* and *self-control*. The more this happened, the more you freed your parents, your teachers; and even yourself, because you didn’t have to keep making case-by-case decisions about your behavior. You *internalized* some of these decisions, and they became automatic and habitual.

When you depend on other people to determine your behavior and always be in charge of your “will power” and “won’t power,” you’re like a pawn on a chessboard, waiting for someone to move you. You feel powerless—because you are. Self-discipline and self-control give you power over your life. It’s only when you’ve developed these important traits that you can grow into the wonderful person you’re meant to be.

“I’m not afraid of storms, for I’m learning  
how to sail my ship.”  
*Louisa May Alcott*

**Self-restraint** is what helps you in unpredictable or tempting situations. You hold your fists back when someone shoves you; you hold your tongue back when someone insults you. You can even put the brakes on your thoughts when a harmful idea or thought pops into your head. Using restraint doesn’t mean that you let other people pick on you. You can still be assertive and stick up for yourself.<sup>1</sup> But you don’t act impulsively in ways that hurt you or anyone else. You behave respectfully no matter what.

**Self-reliance** means that you always have someone you can count on—YOU. When you’re home alone and feeling hungry, you don’t wait for your parents to return and fix you something to eat. You make yourself a snack. If you want to learn how to play the guitar and your parents can’t afford to pay for lessons, you get a part-time job and earn the money you need. If you know that you want to go to college someday, you do your best to earn good grades.

<sup>1</sup> See “Respect,” pages 217–218.

Chicago Bulls superstar Michael Jordan took cooking classes when he was an adolescent—“because girls weren’t interested in me or whatever it was, and I thought, I may be alone for the rest of my life.” He wanted to make sure he could take care of himself. (Of course, this assumes that women should do all of the cooking—a more common belief when Jordan was a teen than it is today.)

When you *demand* independence, the adults in your life usually pull tighter on your chain. When you *demonstrate* self-reliance—along with self-discipline, self-control, and self-restraint—adults often trust you more and *give* you more independence.

What can you do to develop and strengthen these character traits in yourself? Following are some strategies you can try.

## Eight Ways to Strengthen Your Self-Discipline

1. **Decide that you really want to be someone who’s self-disciplined**, self-controlled, self-restrained, and self-reliant. Your desire will motivate you to make good choices. When there’s something you want, you work to get it.
2. **Make a personal commitment** to develop and strengthen these traits. Write down specific things you’ll do to fulfill your commitment. *Examples:* “I’m going to start washing my own clothes instead of expecting my parents to do it.” “Starting tonight, I’m going to save half of the money I earn from babysitting.” Tell someone you trust about your commitment. That person can encourage you to keep your promises to yourself. From time to time, tell him or her about the progress you’re making.
3. **Learn the rules** that determine what you can and can’t do. Family rules, school rules, society’s rules, laws, the rules of your culture, heritage, traditions, and/or faith—find out what they are and follow them. Do this on your own, with your family, with your class, with your faith community.

4. **Be accountable.** Accept responsibility for your behavior. Don't blame others for your actions and decisions.<sup>2</sup>

5. **Practice.** New character traits don't form on their own. If you wanted to learn to play hockey, you'd have to practice. At first your skates would refuse to stay beneath your body. With practice, however, you'd slowly gain the skills you need to stand, glide, and control the direction of the puck. Self-discipline is something you can teach yourself. If it's new to you, start slowly. *Example:*

- ✱ Do something you're supposed to do for one hour each day. Clean your room, do your homework without being told, stop yourself from speaking out in class without raising your hand, and so on.
- ✱ Increase the time to two hours, then three . . . and eventually most of the day.

6. **Do activities that enhance your self-discipline.** You might try yoga, walking, rock-climbing, practicing a musical instrument, or whatever else interests you.

7. **Eliminate harmful habits.** *Example:* If you spend several hours each week watching violent videos or TV programs, make a conscious decision to spend your time in healthier, more productive ways. You might start by watching different videos or TV programs, then gradually cut back on your TV-watching time.

8. **Start a self-discipline support group.** Tell a few close friends about your decision to develop and strengthen these character traits and ask if they'd like to join you. Talk together about your plans, dreams, mistakes, frustrations, and hopes for the future. Plan and do activities that strengthen your self-discipline.

"There's only one corner of the universe  
you can be certain of improving,  
and that's your own self."

*Aldous Huxley*

<sup>2</sup> See "Choice and Accountability," pages 28–34.

## Character Dilemmas

*For journaling or writing essays, discussion, debate, role-playing, reflection*

Suppose that . . .

- 1 Someone you know has been calling you names on the way to school each morning. You've tried to ignore him and say nothing, but the verbal abuse keeps coming. How might you use self-restraint and stop the abuse at the same time? Is this even possible?
- 2 You've just moved to a new town, and you'd really like to try out for the football team. To do this, you'll have to spend several hours each day practicing and working out. You'd also like to develop new friendships so you don't feel lonely. You sign up for football practice every night after school . . . and the next day, a group of popular kids invites you to play street hockey with them every night after school. What should you do? How could you handle this?
- 3 You have strange and uncomfortable thoughts that keep squeezing their way into your brain. You want to do a little "brain housecleaning," but you aren't sure how to discipline your mind. What might you do?
- 4 You bite your fingernails whenever you're under stress. You're sick of having ragged nails, but just thinking about stopping is enough to cause stress . . . and you start chomping your nails again. How can you discipline yourself to break this habit?
- 5 You suspect that one of your friends has started smoking cigarettes. How might you help her develop the self-discipline to quit—without losing her friendship?

## Activities

**BRAINSTORM A LIST OF PROBLEMS** that might result from a lack of self-discipline. Consider how they might affect some or all of the following:

- ▼ personal appearance
- ▼ physical, mental, or emotional health

- ▼ school success
- ▼ life success
- ▼ friendships
- ▼ job performance
- ▼ talents
- ▼ participation in family, clubs, community, or faith
- ▼ marriage
- ▼ parenting
- ▼ anything else.

*Example:* What if a person didn't have the self-discipline to wash or comb her hair? Problems might include a sloppy appearance, poor self-esteem, disapproving teachers, disgusted friends (or no friends), inability to get a job, angry parents, and so on—plus an itchy head.

**DO SILLY EXERCISES** to strengthen your self-discipline. When you read these, you might laugh out loud or think they're *very* strange. Try them anyway. They really work!

1. Go to a fast-food place and buy the tastiest item on the menu. Keep it wrapped up and nearby while you study, practice, clean your room, etc. See how long you can go without eating it. Try it for five minutes the first time, then increase your resistance to ten minutes the next time, and so on.
2. The next time you get a mosquito bite, don't scratch it. This silly exercise has an added benefit: The less you scratch, the sooner the bite will stop itching.

Make up your own silly exercises—whatever works for you. Just keep in mind that your purpose is to become more self-disciplined. **IMPORTANT:** Don't carry this too far or hurt yourself in any way. If you've just had a long day and a hard soccer practice and you haven't eaten since lunch and you're dizzy with hunger, eat!

**ROLE-PLAY HOW YOU MIGHT TALK** with a younger brother or sister who's demonstrating a lack of self-discipline (*examples:* always late, doesn't complete chores or tasks, is doing poorly in school, etc.). How might you encourage or help your sibling to develop self-discipline?

**WRITE OR TELL A CHAIN STORY** about a make-believe prince or princess who has no self-discipline. You might do this with your family, class, club, or

youth group. *Example:* The first person writes (or says) "Princess Miss-apline woke up every morning, stretched in her crisp white sheets and fluffy blankets, and simply couldn't force herself to get out of bed. . . ." The second person writes (or says) "This was a serious problem for the kingdom, because the Princess was the one who opened the palace gates each morning, and until the gates were open, the King's and Queen's advisors couldn't come inside. . . ." Decide in advance if your story will have a happy ending (the Princess learns self-discipline) or an unhappy ending (the Princess never learns self-discipline). Here are a few other characters you might want to write or tell about:

- Willy Won't-power (an athlete)
- Merva No-Nerva (a girl who's afraid of taking charge of her life)
- Ironless-Will Phil (a boy who watches TV 24 hours a day).

**IMPORTANT:** These and other make-believe names should only be used to stimulate creative thinking. They should not be used to make fun of real people.

**INTERVIEW SCIENTISTS, ENGINEERS, and doctors** to learn what role self-discipline has played in their lives. Compile your interviews into a booklet and donate it to your school library's biography section.

*Variation:* Interview any successful people of your choice.

**INVESTIGATE DIFFERENT ANIMAL** species to learn if they use discipline. Do gorillas, wolves, and lions discipline each other and themselves? Does one animal seem to be in charge of the others, or do they share this responsibility? Do they punish misbehavior? Write your findings in a log or in a chart, showing comparisons if you choose several animals or species. (What about birds? Fish? Insects?)

**VISIT WITH A PROFESSIONAL MATHEMATICIAN** (you might find one employed in an area industry or business, or teaching at a nearby college or university). Ask him or her to outline for you the self-discipline that's required to train the mind to think analytically. Write an article about what you learn and share it with your class, club, or family.

**EXAMINE NATURE TO FIND EXAMPLES** of discipline and order. Fibonacci numbers (named for the 12th-century European mathematician who discovered them) turn up everywhere in nature, from bees' family trees to petal arrangements on flowers, pine cones, groups of leaves, whirls on sunflower seeds, and more. The "Fibonacci sequence" of numbers goes like this: 0, 1, 1, 2, 3, 5, 8, 13 . . . and so on. Can you figure out the next two numbers in the sequence? (The answer is printed upside down at the bottom of the page.) Find as many Fibonacci numbers in nature as you can. List each object and its number.

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## CHECK IT OUT



### Fibonacci Numbers and the Golden Section

<http://www.mcs.surrey.ac.uk/Personal/R.Knott/Fibonacci/fib.html>

Tons of fun and fascinating information about Fibonacci, the Fibonacci numbers, and where they appear in nature, plus puzzles where the answers all seem to involve Fibonacci numbers. This award-winning site is hosted by the Department of Computing of Surrey University in the United Kingdom.

**EXPLORE TESSELATIONS.** A tessellation is a repeating geometric pattern—forms that interlock without gaps or overlaps and can theoretically go on repeating forever. The Moors used tessellations in the palaces of the Alhambra in Spain; Japanese artists have made beautiful repeating patterns; Dutch artist M.C. Escher was a master of tessellations, creating them from lizards, fish, and birds. Create your own tessellation, using color and contrast to make each shape stand out.

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## CHECK IT OUT



*M.C. Escher: His Life and Complete Graphic Work* by F.H. Bool et al. (New York: Harry N. Abrams, Inc., 1982). A big book with 606 Escher illustrations including 36 plates in full color. (NOTE: If your local library doesn't have this particular book, it's almost certain to have others about Escher, since his art is very popular.)

Here's the key to the Fibonacci Sequence:  $1 + 1 = 2$ ;  $2 + 1 = 3$ ;  $3 + 2 = 5$ ;  $5 + 3 = 8$ ;  $8 + 5 = 13$ . So the next two numbers in the sequence are  $21$  ( $13 + 8$ ) and  $34$  ( $21 + 13$ ). Still don't get it? Each new Fibonacci number is added to the preceding Fibonacci number to get the next Fibonacci number.

### The World of Escher

<http://lonestar.texas.net/~escher>

Visit this site to read Escher stories, essays, quotes, and a biographical chronology; view images in an online art museum; and more.

### TesselMania! Deluxe CD-ROM

Home version: call 1-800-227-5609

School version: call 1-800-215-0368, ext. 372

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

This unique creativity tool from MECC lets students create fun, professional-looking designs using tessellations; animate tessellations to see how they fit together; and make posters, banners, T-shirts, cards, 3-D objects, and puzzles. The MECC Web site has demo versions you can download.

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**RESEARCH DISCIPLINE IN HISTORY.** How have people of different times and cultures disciplined their children? What rewards and punishments have they used? Write an essay about your findings.

**LEARN ABOUT TIMES IN HISTORY** when the arts have been controlled. *Example:* In Nazi Germany, many painters were denounced as "degenerates" and forbidden to paint. When and where have the arts—painting, music, theater, literature—flourished? What kinds of circumstances—government, economic, political—seem to encourage the arts?

*Variation:* Debate whether art should ever be controlled—or censored.

**VISIT A JUVENILE DETENTION CENTER.** Talk with the supervisor about the role self-discipline plays in the lives of the young people there. If possible, talk with some of the young people themselves. **IMPORTANT:** Get permission to visit, and go with chaperons. Afterward, talk about the experience with your family, class, or club.

**DRAW CARTOONS SHOWING EXAMPLES** of self-discipline vs. no discipline. *Examples:* Jenny gets out of bed on time; Ray sleeps through his alarm. Maurice does his homework; Keesha watches TV.

**WRITE NEW LYRICS TO A POPULAR SONG**—lyrics that encourage self-discipline, self-restraint, and self-reliance. You might choose a children's song, a rap, a rock song, a country music song, or anything else you like to listen to.

**EXPLORE MUSICAL DYNAMICS AND CONTROL.** What happens when you alter the volume control on your stereo? You either increase the loudness (*crescendo*) or decrease it (*decrescendo*). How does a change in volume make you feel? Do you think it's harder for a big choir to sing loudly or to sing softly? Which requires the most control? Listen to a choral recording and pay attention to the various dynamics you hear.

*Variation:* Research musical symbols that control loudness, softness, speed, slowness, and so on. Ask a music teacher or look in a music dictionary. Make a poster illustrating the various symbols and telling what they mean.

**LEARN ABOUT SELF-DISCIPLINE IN SPORTS.** Which sport do you think requires the *most* self-discipline to play? Dodgeball? Football? Ping-pong? Tennis? What else? Does it take more self-control to play an individual sport or a team sport? Give reasons for your answer.

**PLAY A "STOP-WAIT-GO" GAME.** Make a list of situations for which people might choose to:






1. *stop* and do nothing,
2. *wait* to do anything, or
3. *go* immediately and do something.

*Examples:*

- ? You observe a student in your class cheating on a test. Do you *stop* (do nothing), *wait* (see if the teacher notices), or *go* (tell the teacher)?
- ? You're trying to eat more healthfully when someone you like offers to buy you a chocolate malt. Do you *stop* (say "No, thanks"), *wait* (say "Let me take a rain check on that"), or *go* (say "Sure!")?
- ? Your teacher publicly accuses you of stealing something from the classroom. Do you *stop* (say nothing), *wait* (think about what you might say or do), or *go* (defend yourself immediately)?

Make three colored cards for each player: red (for stop), yellow (for wait), and green (for go). As you read the situations aloud, each player holds up the card that represents his or her answer. Tally how people voted, then discuss the results. TIP: Not all situations have definite "right" or "wrong" answers. In many cases, the answers can be debated.

**READ STORIES ABOUT SELF-DISCIPLINE, self-control, and self-reliance.** Look for these books:

-  *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg (New York: Dell, 1997). After running away with her younger brother to live in the Metropolitan Museum of Art, 12-year-old Claudia strives to keep things in order in their new home and to become a changed person and a heroine to herself. Originally published in 1967. Ages 10–13.
-  *Island of the Blue Dolphins* by Scott O'Dell (New York: Bantam Doubleday Dell Books for Young Readers, 1997). Records the courage and self-reliance of a Native American girl who lived alone for 18 years on an isolated island off the coast of California. Originally published in 1960. Ages 10 & up.
-  *A Likely Place* by Paula Fox (New York: Simon & Schuster, 1975). A boy who can't spell or ever seem to please his parents spends a week with a kooky baby-sitter and makes a special friend. Originally published in 1967. Ages 9–12.
-  *My Side of the Mountain* by Jean Craighead George (New York: Puffin Books, 1991). A young boy builds a treehouse in the Catskill Mountains and lives alone for a year, struggling to survive and ultimately realizing that he needs human companionship. Ages 11–14.
-  *When the Phone Rang* by Harry Mazer (New York: Scholastic, 1989). When their parents are killed in an airplane crash, three siblings try to keep the family together in the face of overwhelming personal and financial problems. Ages 12–16.

# Character in *ACTION*

## Iris Zimmerman: Totally Disciplined

**W**hen 15-year-old Iris Zimmerman was in kindergarten, she tackled a boy around the neck and planted a kiss on his cheek. She also talked nonstop in class and spent a lot of time in the corner. As she grew older, she took her older sister Felicia's clothes without asking and messed them up.

Iris's dad enrolled Felicia in a fencing class. Iris ran around the Rochester Fencing Center for four years wishing she could fence, too. When Iris was six, she was accepted as a student, and she loved it. But while fencing helped Felicia learn assertiveness, it helped Iris learn self-discipline.

Iris began competing when she was nine years old. To develop her talent, she began going straight from school to lessons at the fencing center. She also learned to play the flute and the piano. Eventually she was accepted at the School of the Arts.

To maintain her mostly "A" average, Iris uses every hour of the day. She has made a strict schedule for herself, and she sticks to it. She studies in study hall at school and at home on weekends. She doesn't have much time to study in the evenings, because after fencing, she lifts weights to improve her strength and endurance. She falls in bed at night, feeling like a limp dishrag. But she thrives on the competition and self-discipline.

"I don't have time to do some of the normal girl things," Iris explains. "A lot of my friends go home from school and watch TV or just hang out. But I have to tell myself 'If I go with them, I'm not going to be ready to compete.' When I relax, I usually hang out with my sister and my fencing friends. This is what I want to do."

Her self-discipline and practice have already paid off. In 1995, Iris traveled to France and won the World Fencing Championship in the Under

17 category. In 1996, she went to Belgium and came in third place in the World Championship for the Under 20 category.

"I've learned that you have to be totally disciplined," Iris explains. "The greatest fear I have to overcome is the fear of losing. When you're on your way up, you have nothing to lose, but when you're at the top, you have a lot to lose.

"I've learned that I don't have any limitations. You can do anything you want to do . . . if you have the self-discipline."



Iris Zimmerman





# SELF-DISCIPLINE

[Definition](#) | [Related Words](#) | [Practical Applications](#) | [Suggested Reading](#)  
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## Definition

The ability to work hard in order to develop one's talents and reach distant goals.

## Related Words

- Control
- Restraint
- Goal Setting
- Persistence
- Self-Evaluation
- Delay Gratification

## Practical Applications

- Doing homework instead of watching TV.
- Eating and drinking what is good, not just what tastes good.
- Not talking back to teachers or parents.
- Doing the right thing when teachers or parents are not around.
- Practice something until it becomes a skill.
- Paying attention in class when your friend tries to get your attention.
- Resisting peer pressure.

## Suggested Reading

### Elementary

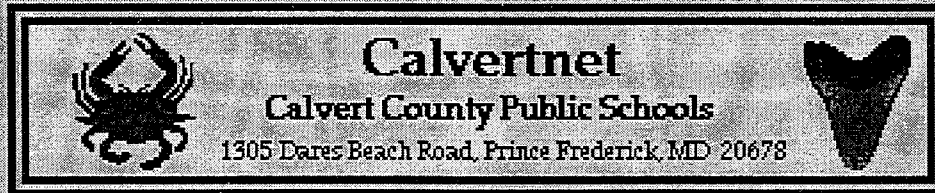
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- Estes, Eleanor, The Hundred Dresses, Harcourt Brace, 1944.
- Hawthorne, Nathaniel, The Golden Touch, St. Martin's Press, 1987.
- Johnson, Clifton, "The Fisherman and His Wife," from The Book of Virtues.
- Johnson, Clifton, "The Magic Thread," from The Book of Virtues.
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- Poems: From The Book of Virtues
  - Belloc, Hilaire, "The Vulture"
  - Belloc, Hilaire, "Rebecca"
  - Field, Eugene, "The Duel"
  - Richard, Laura, "To the Little Girl Who Wriggles," "Our Lips and Ears"

**Middle**

- From The Book of Virtues
  - Homer, "The Cattle of the Sun," "Homer's Odyssey Lamb," "Mary and Charles," "Anger"
  - Tolstoy, Leo, "How Much Land Does A Man Need"
- Suggested videos
  - Pinocchio
  - The Bad News Bears
  - My Side of the Mountain
  - The Karate Kid

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Appendix C  
Interview Questions

# Character Education

Thank you for participating in the character education program. I hope this experience has been valuable for you and your students. You can help us improve the program by filling out this questionnaire and returning it to my mailbox. Thank you for your time.

Patti Friend

1. What values are the most important as you make daily decisions in your classroom or school?
2. Describe some of your daily classroom routines. How do you attempt to incorporate character education into your daily lessons and interactions with students?
3. How and to what extent has student behavior changed since the implementation of the character education program?
4. How do you incorporate character education concepts while dealing with discipline issues?
5. In what ways do students demonstrate care and concern for others?
6. How successful is the character education program?
7. What would make this program more effective?

Appendix D  
Survey

# Character Education Survey

Thank you for participating in this survey. Your ideas will help us to improve the character education program. Please circle yes or no for each question.  
Thank you for your time. Ms. Friend

In your opinion:

- |   |     |    |
|---|-----|----|
| 1. Do students treat classmates and schoolmates with respect?   | Yes | No |
| 2. Do students behave respectfully toward their teachers?<br>(speak courteously, follow directions, ...)            | Yes | No |
| 3. Do students behave respectfully toward all other staff members?<br>(secretaries, custodians, lunch room workers) | Yes | No |
| 4. Do students care about and help each other, even if they are not friends?  | Yes | No |
| 5. Do students pick on each other because they are different?   | Yes | No |
| 6. Do students solve conflicts <b>without</b> fighting, insults, or threats?  | Yes | No |
| 7. Do students try to stop others from being mean?  | Yes | No |
| 8. Do students help new students make friends and feel accepted?  | Yes | No |
| 9. Do students treat school property with respect?  | Yes | No |
| 10. Do you feel that student behavior has improved because of character education?                                  | Yes | No |

### Biographical Data

Name	Patricia Friend
High School	Nazareth Academy Philadelphia, PA
Undergraduate	Bachelor of Science Elementary Education Kutztown University Kutztown, PA
Graduate	Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	Classroom Teacher Upper Township Elementary School Marmora, NJ