Character Education

Informational Handbook & Guide II

for Support and Implementation of the

Student Citizen Act of 2001

(Character and Civic Education)

Character Citizenship Service

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Middle Grades Division;
School Safety and Climate Section
Character Education
www.ncpublicschools.org

"Intelligence plus character—that is the goal of true education."

—Rev. Martin Luther King, Jr.

Character Education Informational Handbook and Guide II
Developed and Printed 2006

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June 20, 2006

Dear Educator:

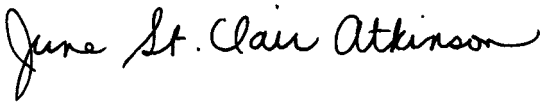
Since passing the Student Citizen Act of 2001, our state legislature and our governor have continued to partner with the Public Schools of North Carolina to support character education. We all realize that schools must be safe, orderly and caring communities where all students have every opportunity to learn and develop strong character. Our local boards of education, our schools, and our communities are continuing the commitment toward preparing our students for full participation in a democratic society.

We are proud to make the second edition of the *North Carolina Education Informational Handbook & Guide* available to you. This handbook has been updated to offer you a renewed look at the Student Citizen Act of 2001 and to serve as a tool for your continued efforts in implementing character education into your school or district. The ideas presented in this book are an outline that you may draw upon, but the real strength of your initiative will come from the collaborative efforts of your school, families and community.

We wish you continued success in this effort, and we thank you for all that you do to support the students of North Carolina.

Sincerely,

Howard N. Lee



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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Overview of this Handbook and Guide

> **"Intelligence plus character—that is the goal of true education."**
>
> *—Rev. Martin Luther King Jr.*

This handbook, as well as the information provided, is intended for use as an introductory guide to character education for local boards of education, superintendents, character education liaisons/coordinators, principals, teachers, community members, and anyone influencing the lives of our children through our public schools.

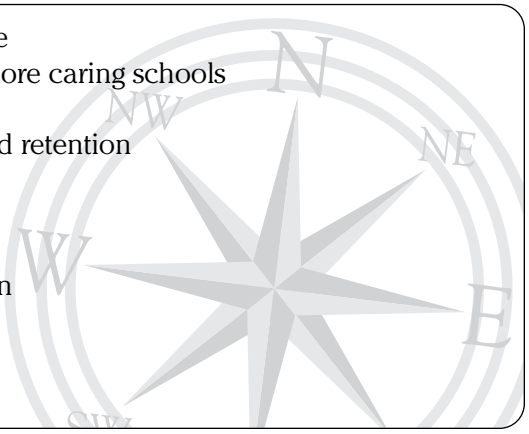
In the fall of 2001, the **Student Citizen Act of 2001** (SL 2001-363) was passed into law by the North Carolina State Legislature. This Act *requires every local board of education to develop and implement character education instruction with input from the local community*. In addition, the legislation directs the State Board of Education to modify the middle and high school social studies curriculum to include instruction in civic and citizenship education. The Act also calls for local boards of education to adopt reasonable dress codes for students.

With the passage of the Student Citizen Act of 2001, the state of North Carolina has affirmed that the development of character in our children is the cornerstone of education. In fact, throughout history, the very foundation of American education has been the preparation of students for life and full participation in a democratic society. Benjamin Franklin said, "Nothing is more important to the public weal [well-being] than to form and train up youth in wisdom and virtue."

Today, more than ever, societal needs call for a renewed emphasis on traits such as respect, responsibility, integrity, and citizenship in the public schools. While many teachers and administrators across the state are effectively fostering the development of character in students, there is still much work to do. That is why the NC Department of Public Instruction is now following up to our first Character Education Informational Handbook & Guide (2002), with this whole new second edition containing an even stronger focus on service learning and citizenship through the power of student voice.

Character education is not new to North Carolina, but it is time for a renewed commitment from our local boards of education and all of our schools, both to meet the requirements of the law and to make progress in priority areas facing our teachers and schools. For example, character education is, or can be, a key component in the following areas:

- Improving school and classroom climate
- Creating safer (Safe & Drug Free) and more caring schools
- Closing the achievement gap
- Helping address teacher recruitment and retention
- Academic achievement for all
- Academic integrity
- Professional ethics
- Athletic and extracurricular participation
- Health and physical education
- Service to others
- Community building and commitment



But, ABOVE ALL ELSE, this commitment is to and for *ALL of our CHILDREN*, their *PARENTS*, and every *COMMUNITY* in North Carolina.

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—Booker T. Washington

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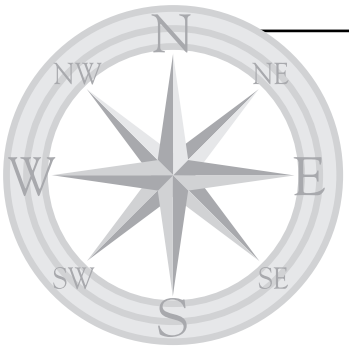
"Great learning and superior abilities will be of little value...unless virtue, truth and integrity are added to them."

—Abigail Adams



Defining and Understanding Character Education

defining & understanding

"Character education is not something new to add to your plate. It *is* the plate!"

—Superintendent John Walko (NY school)

Defining & Understanding Character Education

WHAT IS CHARACTER EDUCATION?

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. It is the INTENTIONAL, PROACTIVE effort by schools, districts, and states to instill in their students important core, ethical values such as respect for self and others, responsibility, integrity, and self-discipline. It is not a "quick fix" or silver-bullet cure-all. It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools. Character education may address such critical concerns as student absenteeism, discipline problems, drug abuse, gang violence, teen pregnancy and poor academic performance. At its best, character education integrates positive values into *every* aspect of the school day.

Character education...

- is taught through modeling, climate, and curriculum.
- comes from the HOME, COMMUNITY and the SCHOOLS.
- is a proactive way of adapting and using existing educational materials to promote understanding and inspire the development of good character traits among all students in every part of their learning experience.
- is learning how to make good decisions and choices.
- is learning about positive relationships and their development based upon our development and depth of character.
- is grounded in RELATIONSHIPS and school culture.
- is a PROCESS, not just a program.
- at its best, is comprehensive school reform.
- is informed by research, theory and most importantly, teacher and student involvement.
- is bringing out the BEST in ALL OF US—students and teachers.

"Effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school."

—Dr. Marvin Berkowitz

Definitions and Benefits

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values.* An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Benefits:

- It promotes character development through the exploration of ethical issues across the curriculum.
- It develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.
- It teaches how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear, and violence, and are more conducive to learning.

Civic Education consists of both a core curriculum and teaching strategies that give students the knowledge, skills, virtues, and confidence to actively participate in democratic life.

Benefits:

- It teaches how government, businesses, community groups, and nonprofits work together to create strong communities.
- It emphasizes that both individual and group participation is important to the vitality of communities and critical to sustaining our democratic way of life.
- It teaches civility and respect for others when deliberating, negotiating, organizing, and advocating for one's own positions on public issues.

Service-Learning is a pedagogy that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service-learning goes beyond extracurricular community service because it involves participants in reading, reflection and analysis; provides students an opportunity to develop a personal connection to what they are learning; and creates a context for the application of concepts introduced in the classroom.

Benefits:

- It enhances the educational goals of the curriculum through experiential learning and critical reflection.
- It helps students develop the skills and virtues required for full participation and leadership in their democratic communities.
- It serves the public good by providing a needed service to individuals, organization, schools, or other entities in the community.

* Opening sentence taken from The Center For the 4th and 5th Rs (Respect and Responsibility), Dr. Thomas Lickona, State University of New York at Cortland.

Developed by the Governor's Character Education Advisory Committee 2001

Components of Character Education

After more than a decade of experience with diverse communities, educators learned that these components are critical to the lasting success of character education:

Community participation. Have educators, parents, students, and members of the community invest themselves in a consensus-building process to discover common ground that is essential for long-term success.

Character education policy. Make character education a part of your philosophy, goal or mission statement by adopting a formal policy. Don't just say it—put it in writing.

Defined traits. Have a meeting of parents, teachers and community representatives and use consensus to get agreement on which character traits to reinforce and what definitions to use. Formally state what your school means by "courage" or "perseverance" before they are discussed with students. (The suggested traits listed in the Student Citizen Act might be a great place to start.)

Integrated curriculum. Make character education integral to the curriculum at all grade levels. Take the traits you have chosen and connect them to classroom lessons, so students see how a trait might figure into a story or be part of a science experiment or how it might affect them. Make these traits a part of every class and every subject.

Experiential learning. Allow your students to see the trait in action, experience it and express it. Include community-based, real-world experiences in your curriculum that illustrate character traits (e.g., service learning, cooperative learning and peer mentoring). Allow time for discussion and reflection.

Evaluation. Evaluate character education from two perspectives: (1) Is the program affecting positive changes in student behavior, academic achievement and cognitive understanding of the traits? (2) Is the implementation process providing the tools and support teachers need?

Adult role models. Children "learn what they live," so it is important that adults demonstrate positive character traits at home, school and in the community. If adults do not model the behavior they teach, the entire program will fail.

Staff development. Provide development and training time for your staff so that they can create and implement character education on an ongoing basis. Include time for discussion and understanding of both the process and the programs, as well as for the creation of lesson plans and curricula.

Student involvement. Involve students in age-appropriate activities and allow them to connect character education to their learning, decision-making and personal goals as you integrate the process into their school.

Sustaining the program. The character education program is sustained and renewed through implementation of the first nine elements, with particular attention to a high level of commitment from the top: adequate funding; support for district coordination staff; high quality and ongoing professional development; and a networking and support system for teachers who are implementing the program.

From *Field-tested Resources in Character Education*, Cooperating School Districts of Greater St. Louis

10 More Good Reasons for Character Education

more...

In Thomas Lickona's *Educating for Character*, he identified 10 wide-ranging reasons for the need for character education, not only in our schools but also within our society. His splendid work appeals to all of us—parents, educators, neighbors, and community leaders. The following list is in addition to Dr. Lickona's. This was created in response to the pressure teachers and schools face daily.

1. Purpose. Why did you become a teacher or get into education in the first place? Your answer is your purpose. We all got into education for essentially the same reason—to touch the lives of children. To positively impact the life of a child. We all wanted to, and still want to, make a difference.

2. Focus. The demands and scrutiny on teachers and public education today are higher than ever before. It's quite easy for teachers to become buried in societal and institutional demands. And yet, we must not lose focus of why we are there in that classroom—for children. We must place our focus on the needs and possibilities of our children. They are our future.

3. Safe Schools. In the wake of recent school tragedies, all too often people were left asking, "What went wrong with "those" kids? Where were the parents? Why didn't the school know this was going to happen? Who else is to blame? Safe schools aren't about blame and scorn, fancy programs, more money or even improved self-defense. They are about the people inside those buildings and the environment they create. The same can be said of character education. It's not about pretty posters and motivational quotes. It is about people caring about others.

4. Achievement. When teachers have more time to teach in a civil, respectful environment, and children feel safe, appreciated and respected—then real achievement and learning can take place. It's called a quality learning environment, and the research shows that how students feel about their learning environment and their opportunity for success are crucial factors in student achievement. The evidence is clear, from New Mexico, to Ohio, to North Carolina and hundreds of places in between, academic achievement can be a powerful byproduct of successful character education efforts.

5. Diversity. Reverend Martin Luther King Jr. had a dream that one day his children would be judged, "not by the color of their skin, but by the content of their character." That dream becomes a real possibility when we realize that nearly all cultures, world religions and schools of thought have their most basic tenet in common—TREAT OTHERS THE WAY THAT YOU WANT TO BE TREATED. Many refer to this as the "Golden Rule." Words and language may change, in Judaism it is stated as "What you hate, do not do to anyone" and in Hindu as "Do nothing to thy neighbors which thou wouldst not have them do to thee," but they all yield the most common character trait of RESPECT. Appreciating diversity begins with knowing and understanding those things we have most in common.

6. Not the "Flavor of the Month." Character education" is nothing new. Discipline, civility, respect for self, others and society, teachers as role models—these things have been a part of education for as long as people have been learning. Character education is simply true, quality teaching. It's not a program to implement and then set on a shelf until you go on to something else. It's a process of caring and determination. Strength lies in comprehensive processes, not in new, short lived programs.

7. "At-Risk" Students. All children are "at-risk" at some point in their life. And all children, whether they are labeled "at-risk" or not, need mentors, role models and caring adults in their lives. They crave nurturing, caring, positive relationships—the essence of character education. All children, labeled or not, want to be successful, appreciated and feel a sense of belonging. There may be no truer statement than the words of James F. Hind, "You've got to REACH them before you can teach them."

8. Transition. Educators around the world spend countless hours and dollars trying to come up with a solution to making the transition from elementary to middle and middle to high school easier for children, both socially and academically. The process of character education is a pre-K through 12 process that ideally utilizes the same language, high expectations and high regard for relationships, throughout the school life of a child. Common language, similar rules and procedures, and common expectations make for a smoother transition.

9. Work Force Readiness. One major goal of schools in all communities is to prepare our children for the world of work. Much of this preparation focuses on vocational and technical skill and knowledge, as it should. But we can't forget what employers crave most—quality people with a strong sense of respect for themselves and others and high levels of responsibility, determination and self-discipline. Any and all businesses are going to train new employees to do "their way," but they first need and want quality people of character to employ.

10. Teachers and Students. The results of well implemented character education practices is a gift for both teachers and students. Teachers want to teach. They want to make a positive difference by touching lives. Students want to feel accepted and they want to learn. They want limits, structure and guidance. Character education can be those things for both teachers and students. For the teacher, improved classroom climate and student motivation make our jobs much easier. All students will tell you that the teachers who mean the most are the ones who care. Character education is a win-win situation for all involved!

Adapted from *Developing Character for Classroom Success*.
Abourjilie

CEP's Eleven Principles of Effective Character Education™

By Tom Lickona, Ed.D.
Eric Schaps, Ph.D.
Catherine Lewis, Ph.D.

There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort and to evaluate available character education programs, books, and curriculum resources.

EFFECTIVE CHARACTER EDUCATION:

1. Promotes core ethical values as the basis of good character.

Character education holds that widely shared, pivotally important, core ethical values—such as caring, honesty, fairness, responsibility, and respect for self and others—form the basis of good character. A school committed to character development stands for these values (sometimes referred to as "virtues" or "character traits"), defines them in terms of behaviors that can be observed in the life of the school, models these values, studies and discusses them, uses them as the basis of human relations in the school, celebrates their manifestations in the school and community, and holds all school members accountable to standards of conduct consistent with the core values.

In a school committed to developing character, these core values are treated as a matter of obligation, as having a claim on the conscience of the individual and community. Character education asserts that the validity of these values, and our responsibility to uphold them, derive from the fact that such values affirm our human dignity, promote the development and welfare of the individual person, serve the common good, meet the classical tests of reversibility (i.e., Would you want to be treated this way?) and universality (i.e., Would you want all persons to act this way in a similar situation?), and inform our rights and responsibilities in a democratic society. The school makes clear that these basic human values transcend religious and cultural differences, and express our common humanity.

© Character Education Partnership, 2003

2. Defines "character" comprehensively to include thinking, feeling, and behavior.

Good character involves understanding, caring about, and acting upon core ethical values. A holistic approach to character development therefore seeks to develop the cognitive, emotional, and behavioral aspects of moral life. Students grow to understand core values by studying and discussing them, observing behavioral models, and resolving problems involving the values. Students learn to care about core values by developing empathy skills, forming caring relationships, helping to create community, hearing illustrative and inspirational stories, and reflecting on life experiences. And they learn to act upon core values by developing prosocial behaviors (e.g., communicating feelings, active listening, helping skills) and by repeatedly practicing these behaviors, especially in the context of relationships (e.g., through cross-age tutoring, mediating conflicts, community service). As children grow in character, they develop an increasingly refined understanding of the core values, a deeper commitment to living according to those values, and a stronger capacity and tendency to behave in accordance with them.

3. Uses a comprehensive, intentional, proactive, and effective approach to character development.

Schools committed to character development look at themselves through a moral lens to assess how virtually everything that goes on in school affects the character of students. A *comprehensive* approach uses all aspects of schooling as opportunities for character development. This includes what is sometimes called the *hidden curriculum* (e.g., school ceremonies and procedures; the teachers' example; students' relationships with teachers, other school staff, and each other; the instructional process; how student diversity is addressed; the assessment of learning; the management of the school environment; the discipline policy); the *academic curriculum* (i.e., core subjects, including the health curriculum); and *extracurricular programs* (i.e., sports teams, clubs, service projects, after-school care). "Stand alone" character education programs can be useful first steps or helpful elements of an ongoing effort but are not an adequate substitute for a holistic approach that integrates character development into every aspect of school life. Finally, rather than simply waiting for opportunities to arise, with an *intentional* and *proactive* approach, the school staff takes deliberate steps for developing character, drawing wherever possible on practices shown by research to be effective.

4. Creates a caring school community.

A school committed to character strives to become a microcosm of a civil, caring, and just society. It does this by creating a community that helps all its members form caring attachments to one another. This involves developing caring relationships among students (within and across grade levels), among staff, between students and staff, and between staff and families. These caring

relationships foster both the desire to learn and the desire to be a good person. All children and adolescents have needs for safety, belonging, and the experience of contributing, and they are more likely to internalize the values and expectations of groups that meet these needs. Likewise, if staff members and parents experience mutual respect, fairness, and cooperation in their relationships with each other, they are more likely to develop the capacity to promote those values in students. In a caring school community, the daily life of classrooms and all other parts of the school environment (e.g., the corridors, cafeteria, playground, school bus, front office, and teachers' lounge) are imbued with a climate of concern and respect for others.

5. Provides students with opportunities for moral action.

In the ethical as in the intellectual domain, students are constructive learners; they learn best by doing. To develop good character, they need many and varied opportunities to apply values such as compassion, responsibility, and fairness in everyday interactions and discussions as well as through community service. By grappling with real-life challenges (e.g., how to divide the labor in a cooperative learning group, how to reach consensus in a class meeting, how to reduce fights on the playground, how to carry out a service learning project) and reflecting on these experiences, students develop practical understanding of the requirements of cooperating with others and giving of oneself. Through repeated moral experiences, students develop and practice the skills and behavioral habits that make up the action side of character.

6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

When students succeed at the work of school and feel a sense of competence and autonomy, they are more likely to feel valued and cared about as persons. Because students come to school with diverse skills, interests and needs, an academic program that helps all students succeed will be one in which the content and pedagogy are sophisticated enough to engage all learners. This means providing a curriculum that is inherently interesting and meaningful to students. A meaningful curriculum includes active teaching and learning methods such as cooperative learning, problem-solving approaches, and experience-based projects. These approaches increase student autonomy by appealing to students' interests, providing them with opportunities to think creatively and test their ideas, and fostering a sense of "voice and choice"—having a say in decisions and plans that affect them.

In addition, effective character educators look for the natural intersections between the academic content they wish to teach and the character qualities they wish to develop. These "character connections" can take many forms, such as addressing current ethical issues in science, debating historical practices and decisions, and discussing character traits and ethical dilemmas in literature. When teachers bring to the fore the

CHARACTER EDUCATION PARTNERSHIP

character dimension of the curriculum, they enhance the relevance of subject matter to students' natural interests and questions, and in the process, increase student engagement and achievement.

7. Strives to foster students' self-motivation.

Character is often defined as "doing the right thing when no one is looking." The best underlying ethical reason for following rules, for example, is respect for the rights and needs of others—not fear of punishment or desire for a reward. Similarly, we want students to be kind to others because of an inner belief that kindness is good and a desire to be a kind person. Growing in self-motivation is a developmental process that schools of character are careful not to undermine by excessive emphasis on extrinsic incentives. When such schools give appropriate social recognition for students' prosocial actions (e.g., "Thank you for holding the door—that was a thoughtful thing to do.") or celebrate character through special awards (e.g., for outstanding school or community service), they keep the focus on character. Schools of character work with students to develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths—such as self-control, perspective taking, and conflict resolution skills— needed to act responsibly in the future. Rather than settle for mere compliance, these schools seek to help students benefit from their mistakes by providing meaningful opportunities for reflection, problem solving, and restitution.

8. Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.

All school staff—teachers, administrators, counselors, school psychologists, coaches, secretaries, cafeteria workers, playground aides, bus drivers—need to be involved in learning about, discussing, and taking ownership of the character education effort. First and foremost, staff members assume this responsibility by modeling the core values in their own behavior and taking advantage of other opportunities to influence the students with whom they interact.

Second, the same values and norms that govern the life of students serve to govern the collective life of adult members in the school community. Like students, adults grow in character by working collaboratively with each other and participating in decision-making that improves classrooms and school. They also benefit from extended staff development and opportunities to observe colleagues and then apply character development strategies in their own work with students.

Third, a school that devotes time to staff reflection on moral matters helps to ensure that it operates with integrity. Through faculty meetings and smaller support groups, a reflective staff regularly asks questions such as: What character building experiences is the school already providing for its students? What negative moral experiences (e.g., peer cruelty, student cheating, adult disrespect of students, littering of the grounds) is the school currently failing to address? And what important moral experiences (e.g.,

cooperative learning, school and community service, opportunities to learn about and interact with people from different racial, ethnic, and socioeconomic backgrounds) is the school now omitting? What school practices are at odds with its professed core values and desire to develop a caring school community? Reflection of this nature is an indispensable condition for developing the moral life of a school.

9. Fosters shared moral leadership and long-range support of the character education initiative.

Schools that are engaged in effective character education have leaders (e.g., the principal, a lead teacher or counselor, a district administrator, or preferably a small group of such individuals) who champion the effort. At least initially, many schools and districts establish a character education committee—often composed of staff, students, parents, and possibly community members—that takes responsibility for planning, implementation, and support. Over time, the regular governing bodies of the school or district may take on the functions of this committee. The leadership also takes steps to provide for the long-range support (e.g., adequate staff development, time to plan) of the character education initiative, including, ideally, support at the district and state levels. In addition, within the school students assume developmentally appropriate roles in leading the character education effort through class meetings, student government, peer mediation, cross-age tutoring, service clubs, task forces, and student-led initiatives.

10. Engages families and community members as partners in the character-building effort.

Schools that reach out to families and include them in character-building efforts greatly enhance their chances for success with students. They take pains at every stage to communicate with families—via newsletters, e-mails, family nights, and parent conferences—about goals and activities regarding character education. To build greater trust between home and school, parents are represented on the character education committee. These schools also make a special effort to reach out to subgroups of parents who may not feel part of the school community. Finally, schools and families enhance the effectiveness of their partnership by recruiting the help of the wider community (i.e., businesses, youth organizations, religious institutions, the government, and the media) in promoting character development.

11. Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Effective character education must include an effort to assess progress. Three broad kinds of outcomes merit attention:

a. The character of the school: To what extent is the school becoming a more caring community? This can be assessed, for example, with surveys that

11

ask students to indicate the extent to which they agree with statements such as, "Students in this school (classroom) respect and care about each other," and "This school (classroom) is like a family."

b. The school staff's growth as character educators: To what extent have adult staff—teaching faculty, administrators, and support personnel—developed understandings of what they can do to foster character development? Personal commitment to doing so? Skills to carry it out? Consistent habits of acting upon their developing capacities as character educators?

c. Student character: To what extent do students manifest understanding of, commitment to, and action upon the core ethical values? Schools can, for example, gather data on various character-related behaviors: Has student attendance gone up? Fights and suspensions gone down? Vandalism declined? Drug incidents diminished? Schools can also assess the three domains of character (knowing, feeling, and behaving) through anonymous questionnaires that measure student moral judgment (for example, "Is it wrong to cheat on a test?"), moral commitment ("Would you cheat if you were sure you wouldn't get caught?") and self-reported moral behavior ("How many times have you cheated on a test or major assignment in the past year?"). Such questionnaires can be administered at the beginning of a school's character initiative to get a baseline and again at later points to assess progress.

MORE RESOURCES...

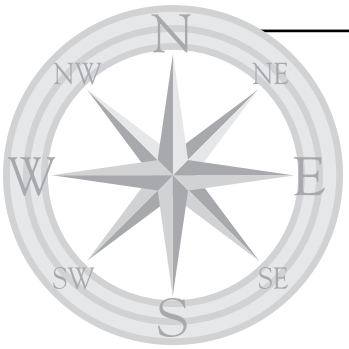
Eleven Principles SOURCEBOOK Interested in starting or improving upon a character education initiative in your school or district? *The Eleven Principles SOURCEBOOK*—composed of 11 guides and an introductory video—provides strategies and resources for putting the principles of effective character education into action.

Eleven Principles SOURCEBOOK WORKSHOP In need of cost-effective staff development in character education? This full-day workshop trains educators in how to best use the *Eleven Principles SOURCEBOOK* in a school or district. Presented by CEP staff, the workshop trains and energizes educators to assume leadership in planning and implementing effective character education initiatives.

CEP's National Schools of Character™ Is your school a safe and caring community committed to core ethical values? Does your school strive to develop students' character as well as their academic abilities? Is community service an integral part of your school culture? If so, consider applying for a *National Schools of Character* award or *Promising Practices* citation. Each year CEP recognizes schools and districts (K-12) from across the country that exemplify the *Eleven Principles of Effective Character Education*. Award-winners are featured in a book, in the media, and at national education conferences, including the CEP National Forum.

CEP Annual National Forum Join thought leaders, policy makers, teachers, and school and district administrators from across the country in learning about the latest strategies, research, and inspirational ideas on character education.

For more information, call CEP (800-988-8081) or see our website at www.character.org/



The Student Citizen Act of 2001

the student citizen act

Overview of the Student Citizen Act of 2001

Civic Education

The Act *directs the State Board of Education* to modify the high school and middle school social studies curriculum to include instruction in civics and citizenship.

The Act encourages the Board to include the following components, at a minimum, in the revised high school curriculum:

1. having students write to an elected official about an issue important to them;
2. instruction on the importance of voting and participating in the democratic process;
3. information about current events and governmental structure;
4. information about the democratic process and how laws are made.

The Act encourages the Board to include the following components, at a minimum, in the revised middle school curriculum:

1. a tour of local government facilities such as the local jail, courthouse or town hall;
2. that students analyze a community problem and make policy recommendations to the local officials;
3. information about getting involved in community groups.

The State Board of Education must make these modifications to the social studies curriculum by December 15, 2001, and the modified curriculum must be implemented during the 2002-2003 school year.

Character Education

The Act directs each local board of education to *develop and implement character education instruction* with input from the local community. The Act directs local boards to *incorporate this instruction into the standard curriculum*.

Local boards of education must *develop character education instruction* as directed in this Act by January 1, 2002, and must implement this instruction beginning with the 2002-2003 school year. If a local board of education determines that it would be an economic hardship to begin to implement character education by the beginning of the 2002-2003 school year, the board may request an extension of time from the State Board of Education. The local board must submit the request for an extension to the State Board by April 1, 2002.

In developing character education instruction, the Act *recommends* a list of eight traits for inclusion in character education instruction. *This list of traits is not new. These traits were included in legislation in 1996, when the General Assembly first allowed local boards of education to adopt character education programs.* The eight traits are:

1 Courage

Having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.

2 Good judgment

Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.

3 Integrity

Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.

4 Kindness

Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.

5 Perseverance

Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

6 Respect

Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.

7 Responsibility

Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.

8 Self-discipline

Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviors; and doing your best in all situations.

This list was developed by the Wake County Character Education Task Force in 1994, on behalf of the Wake County Public Schools System. It was selected to be used in the 1996 legislation.

In addition to the above list of traits, the Act encourages local boards of education to include instruction in the following:

1. Respect for school personnel—holding teachers, administrators, and all school personnel in high esteem and demonstrating in words and deeds that all school personnel deserve to be treated with courtesy and proper deference.

2. Responsibility for school safety—helping to create a harmonious school atmosphere that is free from threats, weapons, and violent or disruptive behavior; cultivating an orderly learning environment in which students and school personnel feel safe and secure; and encouraging the resolution of conflicts and disagreements through peaceful means including peer mediation.

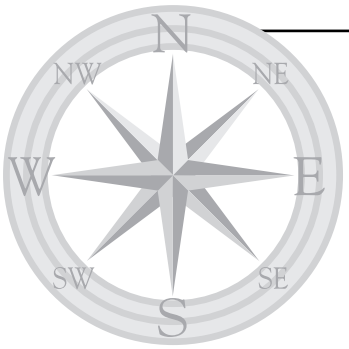
3. Service to others—engaging in meaningful service to their schools and communities. Schools may teach service-learning by (i) incorporating it into their standard curriculum or (ii) involving a classroom or other group of students in hands-on community service projects.

4. Good citizenship—obeying the laws of the nation and state; abiding by school rules; and understanding the rights and responsibilities of a member of a republic.

Dress Codes

The Act *directs local boards of education* to include a reasonable dress code for students among its policies governing the conduct of students.

For full text of the Student Citizen Act 2001, go to www.ncga.state.nc.us, look up House Bill 195 (HB 195), General Assembly of North Carolina Session 2001, ratified bills.



Ideas and Best Practices In Character Education

ideas and best practices

NC Character Educators of the Year (NCCEY) Awards

Leah Perry-Lawless
2002 First-Place Middle School Winner
Exploris Middle School, Raleigh, NC

"FRIDAYS AT GLENWOOD"

Leah Perry-Lawless has been teaching for eleven years, first working with very young children and now at Exploris Middle School. Leah is a motivating force in service learning for the school, and Exploris has been nominated by the Department of Public Instruction as a Leadership School, a service-learning role model for other schools.

For over a year before "Fridays at Glenwood" began, Exploris students had regularly visited Glenwood Towers, a subsidized senior housing development in downtown Raleigh. But Leah believed that the students were missing a key element, a point of real connection with the residents. In addition, students had little extended knowledge of or interest in the greater community beyond their own individual, isolated experience. Leah felt that her students needed to understand that they could play a role in the greater world.

With Sarah Turner, the manager of Glenwood Towers, fellow teachers Shannon Hardy and Jenne Scherer, and several parent volunteers, Leah worked out a more intensive and broadening experience for the students. Every Friday throughout the school year, 56 students traveled by bus to Glenwood Towers to meet in groups of two or three students with a "buddy" resident of the Towers. By the end of the year, the students' regular interactions with 28 senior "buddies" had been transformed into a photo exhibit at Exploris Museum and a 61-page book created and published by the students entitled *Fridays at Glenwood*. A grant from Learn and Serve of NC provided funding for the book and exhibit. The project's success at Glenwood Towers set a standard for service at Exploris Middle School. Now all three grades (sixth, seventh, and eighth) have developed service-learning programs for all of the students.

In Leah's own words:

> **"Because of their [students'] heightened respect for these [senior citizens], they have also begun to see the value of all people in a more positive way.... What the children understand now is that they received as much as they gave during this wonderful sharing of generations, hopes and dreams."**

"FRIDAYS AT GLENWOOD"

LESSON PLAN: *THE INTERVIEW LESSON*

Grade Level: 7th or 8th **Subject:** English Language Arts

Character Traits: Respect, Responsibility, Good Judgment, Kindness and Perseverance

Time Needed: Four to six one-hour visits with the residents to conduct the interviews and fine-tune written products and approximately four one-hour writing and editing sessions to create the written products. (Additional visits are needed throughout the year to build the relationships between students and residents.) This general time-line can be expanded or contracted depending on the nature of the project.

Goals

- The learner will listen and ask probing questions to help the residents gain clarity in their stories.
- The learner will write the residents' stories in the residents' own words (oral histories), as personal narratives or as poems.
- The learner will understand the importance of personal stories in understanding the past.

Materials Needed

Tuesdays with Morrie by Mitch Albom

Paper, pencils

Tape recorders (with the residents' permission)

Objective

Students will interview their elderly partners and will use written language to express their partners' individual perspectives in response to personal, social, cultural, and historical issues.

Procedures/Activities

INTRODUCTION: In this lesson, students prepare for their interviews, conduct the interviews with their classmates, and then create their written products. To help students prepare for their experience interviewing their elderly partners, read *Tuesdays with Morrie* aloud over a series of classes. Discuss with the students what the author's experience might have been as he interviewed Morrie. Ask what they think it was like for Morrie. Having explained to the students that they will be interviewing their partners, ask them what their questions or concerns are. As a group, try to answer all questions and concerns.

PREPARING FOR THE INTERVIEW: Before conducting the interviews, give the students a list of potential conversation starters that will help break the ice with their elderly partners. Students should practice introductions and initial conversations through role-plays in the classroom. Explain that some partners may feel that they have no "important" or "interesting" stories to share. A useful technique is for students to share stories from their own lives with their partners. Most partners will then respond by sharing similar stories from their own childhoods. Explain that the class will meet after the initial conversational attempts with the partners to build on and share what did and did not work.

CONDUCTING THE INTERVIEW: In teams of two or three, students interview their partners, using the techniques practiced in the classroom, over the course of several visits. Students will find it helpful to use a tape recorder so that they can give their full attention to their partner. Students should ask their partner's permission before taping. If tape recorders are not available, one student can take notes while the other student(s) listens carefully and records the conversation.

After the first interviews have been conducted, meet together as a class to discuss what did and did not work. Students can share best practices with each other, and talk about their experiences. After a few weeks of sharing stories and conducting interviews, students choose the story they think best represents their partner's life experience. Student teams next draft an account of the story they've chosen using their notes and audiotapes to guide them. In follow-up interview sessions, students should ask their partners clarifying questions and fill in additional information as needed.

DEVELOPING AND EDITING THE WRITTEN PRODUCT: Using the following process, students write their written products: zero draft, first draft, peer edit, third draft, teacher edit, and final copy. Students may choose to write an oral history, personal narrative or poem. In the course of the editing sessions, students should read their narratives and poems out loud to each other. This will help students identify any missing pieces of information or areas for clarification.

CLOSING: Having finished the first step of the project, students are ready to research the historical context of their partner's oral histories. If you choose to end the project here, it is important to share the final histories, narratives and poems with the students' partners.

Assessment

Students are assessed by the technical merit of the writing, and by their ability to clearly convey their partners' oral histories. In a written product or through oral conversation, students also will be able to express their understanding that "history" is made up of individuals' life stories.

LESSON PLAN: *THE HISTORICAL SIDEBAR LESSON*

Grade Level: 8th or 9th **Subject:** English Language Arts and Social Studies

Character Traits: Responsibility, Self-Discipline, Good Judgment and Perseverance

Time Needed: Two or three one-hour visits to the North Carolina archives, state library or any library or courthouse that stores primary source materials such as birth certificates and newspaper archives. Three one-hour peer-editing sessions also are needed.

Goals

- The learner will learn how to find information in the library.
- The learner will use research skills with local and state documents and archives.
- The learner will learn the historical context for his/her residential partner's life.
- The learner will gain a better understanding of his/her partner's life stories by learning about the local and statewide events that took place in the partner's youth.
- The learner will understand that history is comprised of individuals' personal experiences.

Materials Needed

Paper, pencils
List of relevant dates
(a partner's birth year, the year he or she was 12 or 13, etc.)

Objective

Students will research the historical context of their partners' lives. Students will then use written language to inform the reader of key historical events/trends that directly impacted their partners' lives.

These written historical sidebars will be displayed or published alongside the students' write-ups of their partners' lives.

Procedures/Activities

INTRODUCTION: In the previous lesson students focused on their partners' personal lives. Students now will focus on learning more about the historical context in which their partners spent their youth. In this lesson, students will use community institutions and archives to research the local and statewide events that correlate with their partners' life stories.

RESEARCH: Using their partners' birth dates as a starting point, students estimate the span of years that their partners would have been in middle school/junior high (i.e., a person born in 1930 would have been in middle school/junior high around 1941-1943). To begin, students go back to their first written products based on their partners' life stories. Looking for key aspects of their partners' lives throughout the "middle school years," students create a list of significant elements such as places, hobbies, specific schools or churches, major events, etc.

Examples of local events/history that correlate with oral histories might include town population figures, history of a workplace such as a mill or inn, history of a resident's hero or favorite musician/film star/sport, history of a favorite meeting place such as a church or general store, local history of a major set of events such as the civil rights movement, history of a school, history of a family's vocation such as farming, or information on a disease that impacted a resident's life.

Students begin their search for historical evidence of their partners' oral histories by researching the "middle school years" dates through primary source materials such as old newspapers, magazines, and town records. Students might also conduct research at a local museum, at the county courthouse, or at any other local institution that houses historical records. Additional research may be conducted using secondary source materials such as encyclopedias or the World Wide Web. Students keep notes on major local and statewide events, statistics, histories of buildings, etc. relevant to their partners' "middle school years." In conducting the research, students should take note of facts or specific words that might be foreign to a contemporary reader. Students should research the background of these facts or words and should include a contemporary explanation in their written products.

WRITING: Students are now ready to write their historical sidebars to be displayed or published alongside their partners' life stories. Working together, students use their notes to choose one or two events/histories/historical facts relevant to the life stories written in the first lesson. Students use the following process to create their historical sidebars: zero draft, first draft, peer edit, third draft, teacher edit, and final copy. In getting feedback from peers and teachers, students should pay specific attention to whether or not the historical sidebar gives clarity to important aspects of their partners' stories.

CLOSING: The life stories and historical sidebars are now ready for display and/or publication. To bring the project full circle, it is important to include the elder partners in the final publishing celebration. The class might hold a publishing tea party at the partners' home or invite partners in to the school to celebrate their life stories and the students' work.

Assessment

Students are assessed by the technical merit of the writing and by the clarity of correlation between the topics of the sidebar to the life story. In a written product or through oral conversation, students will be able to express the connection between their partners' personal lives and local and statewide history. Student will also be able to express their understanding that "history" is made up of individuals' life stories.

Lora M.W. Austin
2002 First-Place High School Winner
West Caldwell High School, Lenoir, NC

"WHAT MAKES A GOOD PERSON?"

Lora Austin began her teaching career in Caldwell County at Gamewell Middle School. Now in her sixth year of teaching and her second year at West Caldwell High School, she teaches English to ninth, tenth and twelfth graders. Lora and her husband Chuck live with their two young daughters in a log cabin they built themselves in the Collettsville community. In the Caldwell County school system where she works, Lora says she feels "very supported in my efforts to implement character education within my English classroom," as she tries to help her students answer the age-old question, "What makes a good person?"

During a three-week unit combining literature and classroom experience, "What Makes a Good Person?" focuses on Elie Wiesel's autobiographical novel Night, coupled with a "Brown Eyes/Blue Eyes" activity first used in 1968 to expose students to the effects of discrimination. Night recounts a young boy's first-hand experiences of the atrocities in Nazi concentration camps during World War II. Using the book as a springboard for discussion, writing and other activities, students considered and reflected on the ideas of empathy, kindness, tolerance, and respect. Experiencing discrimination, even within the safe parameters of a class project, and feeling what it is to be treated unfairly brought a richness to students' understanding that their reading alone could not.

Class discussions were designed to connect the ideas of the past (the novel Night) with the present (students' Brown Eyes/Blue Eyes classroom experience) in a manner respectful of one another's ideas. Questionnaires—one completed while the students were being "discriminated" against and the other completed the next day—and writing assignments explored even further the depth of what was felt and learned.

Using expressions of the Golden Rule from various religions and cultures throughout history, students worked in small groups to come up with a way to explain to an audience of second graders the meaning of the Golden Rule in a variety of cultures.

In Lora's own words:

> **"Character Education cannot be a separate curriculum. In teaching literature, often the themes...are just extensions of the basic Golden Rule, which incorporates respect, kindness, tolerance, and empathy—those qualities that answer the question, 'What makes a good person?'"**

"WHAT MAKES A GOOD PERSON?"

LESSON PLAN A

Grade Level: 10 **Subject:** English

Character Traits: Empathy, Kindness, Respect, Tolerance

Time Needed: Two days

Goals

- The learner will react to and reflect upon print and non-print text and personal experiences by examining situations from both subjective and objective perspectives.
- The learner will critically interpret and evaluate experiences, literature, language and ideas.

Materials Needed

Classroom set of *Night* by Elie Wiesel

Book, *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944* by Hana Volavkova

Letter to the Beautiful Brownies

Rules for the "Others"

Cookies

Questionnaires 1 & 2

Objectives

- Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by relating personal knowledge to textual information or class discussion. (1.2)
- Interpret a real-world event in a way that makes generalizations about the event supported by specific references. (4.1)
- Analyze thematic connections among literary works by showing an understanding of cultural context to show how a theme is universal. (4.2)

Procedures/Activities

DAY ONE: Students will by now have read the novel *Night*. At the beginning of the class period, divide students based on eye color, with brown being the superior color. Give all "Brownies" a letter written to them and place them in the front of the classroom. Make all the "Others" sit in the back and go over the rules they are to follow. Place one "Other" in charge of the others. Every time one of the "Others" violates a rule, then the head "Other" must pay a fine in writing.

While reading the *Butterfly* poems written by children of the concentration camps, have students summarize the themes present in the poems. The Brownies all receive one cookie and the others get one cookie to share among all of them. Then, show a video about the Holocaust and have students write a summary of what they view.

The Brownies are dismissed from class early, with Questionnaire #1 as homework. (If early dismissal is not possible, then have some other huge reward for the Brownies.) The "Others" remain in class to do more work and are given Questionnaire #1 as homework due the next day.

DAY TWO: Students are assembled in the same seating arrangements as the day before, with Brownies in the front and "Others" in the back. Students are then given the chance to share their results to Questionnaire #1 with the entire class. After class discussion of Questionnaire #1, distribute Questionnaire #2. Students complete the second questionnaire as the teacher guides them through making connections between their experiences and those in the novel.

Assess student responses and answer any misunderstandings from the previous day. Review the meanings that the class devised for the character traits.

Assessment

1. During the discussion, do all students get a chance to respond and share their feelings with the entire class?
2. Read students' responses to the second questionnaire to make sure that they seem to understand the character traits and have some idea of lessons that they learned that can be seen as themes in *Night*.
3. Do the students seem to have enough schemata to proceed with the next lesson, where they must write an essay?

These questions and steps must be completed in order for the teacher to be sure that students have made the necessary connections between their own experiences and those of Elie in *Night*. Once the students have mastered their own themes and understand the meaning of the character traits, this unit may continue on its quest of answering the question, "What makes a good person?"

LESSON PLAN B

Grade Level: 10 **Subject:** English

Character Traits: Empathy, Kindness, Respect, Tolerance

Time Needed: Two days, following Lesson Plan A. To be taught on days 3 and 4. After completing the questionnaires in Lesson Plan A, students write an essay, plan a quilt square, and write a poem.

Materials Needed

White, flat sheet torn into even squares
Markers
Paper for poems
Copies of writing prompt
I Never Saw Another Butterfly
(see Lesson Plan A for full book citation)
NC rubric for scoring English II essays

Goals

- The learner will react to and reflect upon print and non-print text and personal experiences by examining situations from both subjective and objective perspectives.
- The learner will critically interpret and evaluate experiences, literature, language and ideas.
- The learner will demonstrate understanding of selected world literature through interpretation and analysis.

Objectives

- Respond reflectively to written and visual texts by
  relating personal knowledge to textual information or class discussions.
  exhibiting an awareness of culture in which text is set or in which text was written.
- Interpret a real-world event in a way that
  makes generalizations about the event supported by specific references.
  distinguishes fact from fiction and recognizes personal bias.

- Analyze the ideas of others by identifying the ways in which writers choose and incorporate significant, supporting and relevant details.
- Read and analyze selected works of world literature by
  analyzing themes in world literature.
  understanding the importance of cultural and historical impact on literary texts.

Procedures/Activities

The day before, the class has read and discussed the anthology *I Never Saw Another Butterfly* and completed the "Brownie/Other" experiment.

BEFORE

1. Students use their completed questionnaires to help them write an essay combining their own experiences and those depicted in *Night*.
2. Students choose one scene from *Night* that most vividly signifies intolerance to them and discuss intolerance.
3. Students write a poem, similar in tone and mood to the *Butterfly* poems, based on their own experiences.
4. Students discuss tolerance based on examples from their own experience and create individual quilt squares depicting acts of kindness and tolerance.

DURING

1. Students receive feedback on their first drafts of the essay.
2. Students revise essay for "publication."
3. Students make a published copy of their poem to mail to Elie Wiesel.

AFTER

1. Students receive a grade on their essay based on the English II writing score rubric.
2. Assemble the quilt to hang in the hallway outside the classroom.

Assessment

- Was the student's example of intolerance true to the text?
- Does the student show increasing mastery of the essay format in addressing and proving all parts of the prompt?

Asking these questions allows the teacher to see very quickly whether a student understood and connected with the important themes in *Night*. The quilt serves as a constant reminder to students and faculty of what can happen when empathy is not applied in all circumstances.

Carol Cates
1999 Elementary School Winner
Hillcrest Elementary School, Burlington, NC

"TEACHING CHARACTER EDUCATION IN EVERYTHING YOU DO"

Twenty-four years experience in early childhood education (with eleven of those years in first grade) has taught Carol Cates firsthand that first grade is a mountain climbing year as young children become readers, writers, and emerging mathematicians. Working at Hillcrest Elementary School in Burlington, with a class of twenty-two, Carol's character education efforts indeed are in everything she does.

In her self-contained classroom, Carol reads literature to her students that is organized by character trait; in science, she emphasizes social living and harmony in the lives of bees and ants; her students play games and work in cooperative groups for math; and when studying cultures and countries, works with her young ones to accept differences and eliminate words of prejudice. Character education is part of each day's expectations, academic and problem-solving skills, and classroom behaviors as her children learn to interact with other students, staff, and the world around them.

Beyond her classroom, Carol organized a puppet team to model and share traits of character with the entire school through skits. By writing the material and working with fifth-grade teachers, the school counselor, and the administration, Carol used puppet technique to emphasize positive values for kids at assemblies throughout the year. The Hillcrest Hornet TV News and the Kids for Character Club, are two ways that students have to develop character skills and to get involved in modeling good character.

In Carol's own words:

> **"Character development is an on-going process and is woven into all of our basic curriculum activities. When teachers expect and stress values in their classrooms, students understand what character means and they know how good one feels when they have the opportunity to share gifts of character with others."**

nccey

"TEACHING CHARACTER EDUCATION IN EVERYTHING YOU DO"

LESSON PLAN: *OWL PREDATOR FEEDING GAME*

Grade Level: 1st **Subject:** Science, Math, Language Arts

Character Traits: Responsibility, Perseverance

Time Needed: 2 Lesson Periods

Goals

- The learner will understand event sequencing.
- The learner will understand the meaning of habitats, survival skills, and predators.
- The learner will add 2 and 3 numbers, use touch points, set up math sentences.
- The learner will practice writing skills.

Materials Needed

Owl mother and owlet puppets
Pom Poms
Forks
Paper for students' follow-up activity

Objectives

- To understand that owls must work consistently to keep their babies fed and to protect them from harm
- To observe that it is the owl parent's responsibility to feel and protect the babies
- To realize that sometimes owls have handicaps and predators
- To relate that there is a limited time for the owls to gather food and to feed their young
- To see through math sentences that some of the babies will receive more food than other babies
- To begin to understand that if there are more owl families, there is often less food available
- To realize that if an owl family has more babies then they must work harder to feed the babies
- To see real life situations can be applied to math sentences
- To be able to relate this lesson to character skills they have learned (respect, responsibility, caring, taking turns)
- To understand more about the word perseverance
- To understand the importance of responsibilities in animal families
- To be able to write 3 facts they have learned from the game
- To see math sentences written with 2 and 3 facts
- To understand how using touch points can assist in getting the answer

Procedures/Activities

INTRODUCTION: Help the class recall the recent story that they read entitled Owl Babies by Martin Waddell. Using the owl puppets (mother and owlets), review bird facts the children now know about owls. Explain that today they are going to play a game in which they will become like the owl parents and babies and learn the skills and responsibilities parents face when they care for their young. Review the procedures for the game and model this with several of the students. Explain the expectations of good citizenship. Students who are not role playing the parts of the owls will be bird watchers at the edge of the "woods." Opportunities will be given to be both owls and bird watchers.

GAME DIRECTIONS: Owl family groups are formed. Some families will have both a male and female parent. Some only will have one parent. One parent may even be handicapped. Numbers of owlets will vary from group to group.

PLAYING THE GAME: Each family grouping must stay together to protect themselves from predators, and Mama and Papa must go out in search of food. Only one mouse at a time can be carried back to the family on the fork that is provided. If a mouse falls off the fork, it must be left on the floor. The owl parents must seek a new mouse. Time for gathering food is limited. It is important to move quickly, but carefully.

Assessment

Before the game, ask the children questions that they will be able to answer after they vicariously have had owl roles in the simulated situation.

- What responsibilities do the owl parents have?
- Which families do you think will have more of the food?
- Will a handicapped parent be able to feed all of the babies?
- What character traits/skills will you learn from being owls and bird watchers?
- If a family has two parents feeding the babies, will it make it easier on the parents and babies to get this task done?
- Do you think any of the babies will not get enough food to eat?

Play the game, and then have the students answer these questions.

Set up the math problems on the board for the students to observe the math sentences and to count using touch points. Help the children to compare the answers and to observe how this situation might affect owls in real life. Then play the game again using different students as owls and bird watchers, as well as, changing the family groups and adding a predator—a hawk. Share that if the hawk comes, the babies are to go with him. At the conclusion of this game, help the students review what they observed again by asking questions. Write the math sentences on the board and compare with the last time. Indicate if the group has one or more parents.

Follow-up Activity

Students will draw a real life forest scene, and then write facts they have learned about the lesson. Have students include character traits they think the owls displayed.

As the students begin to draw their pictures, rove and encourage them to include more than one tree and also to provide rodents (food) for the owls to find. Help students with writing words on the board that they may need for their sentences. Guide students in using the word wall, and the list of character and bird words. Give students assistance with sounding out words they may want displayed on the board. Review the sequence of events with students to be sure they understand the procedures. Provide for special needs students. Turn desks for those who get easily distracted or move them to work tables. Provide partners for at-risk students. Pass out cereal to munch on as the children begin their drawings. Play audio tape on *Song Bird Serenade* to provide atmosphere while the children are drawing.

Review the game the next day.

Put the children's drawings up in the hall along with their story sheets and book display on *Owl Babies*.

Provide directions to the game for a family take-home activity. Suggest to parents ways they can help their child apply these lessons to everyday experiences, such as following through with responsibilities to feed the family pet or staying with the family group on an outing for safety purposes.

LESSON PLAN: *LITTLE RED HEN*

Grade Level: 1st **Subject:** Language Arts, Science

Character Traits: Responsibility, Kindness, Determination

Objectives

- To continue learning the classic stories in children's literature
- To provide opportunities for children to understand the beginning, middle and end of a familiar story
- To be able to identify the problem and solution in a story
- To be able to name the characters and setting and share if the story is fact or fiction
- To provide opportunities to retell the story in a writing activity
- To learn the character skills that are stressed in this story—determination, responsibility, kindness
- To be able to describe the character traits and how they can be applied to our lives (In class: always do your best, finish your work, etc.)
- To understand the sequence of events that occur and review the steps used from the previous lessons when we made bread and biscuits
- To compare similarities and differences in other versions of Little Red Hen
- To be able to relate this story to other stories or personal experiences

Materials Needed

Little Red Hen books
Puppets: hen, chick, dog, cat, pig
Student story sheet

Procedures/Activities

INTRODUCTION: Use dialogue with the puppets to introduce the story to the class. Hen: "My goodness I found some seeds. I wonder what we could do with this. Oh, I could plant it and grow wheat. But, that's a lot of work. I wonder who will help me." Have you heard this story before? Have students share what they know about the story. List the sequence of events together.

Do a picture walk with one of the Little Red Hen books. Then, read the story to the class. Discuss:

- Where did this story take place?
- Was this a factual story or fiction?
- What happened at the beginning of the story? Middle? End?
- What was your favorite part of the book?
- Who thinks they can tell the class what the main problem was in this story?
- What is the solution to this story?
- What character skills do you think Little Red Hen demonstrated?
- What about the skills her barnyard friends demonstrated?
- How did Little Red Hen learn these skills?
- What prevented the other animals from learning these important character traits?
- Do you think Little Red Hen was fair by not sharing the bread?
- Would you have acted this way or differently?
- If you could tell someone else what the story's lesson shares, what would you say?
- Does anyone know of another story that is like this one, or perhaps you have had a real life situation similar to the Little Red Hen? (The Tortoise and the Hare also stresses perseverance.)

WRITTEN ACTIVITY: Students will write two to three sentences about the character skills or lack of character skills demonstrated in this story. They also should illustrate a scene that focuses on that situation. Tell students: "You have been working on a book about the character stories we have read since October. Today you will add The Little Red Hen to your book. Write character skills you think this story shares, or you may want to write about character skills the barnyard friends need to show, then draw a picture to illustrate this scene. Help me list words on the board that you may need in writing your sentences."

Write lists of words, having the children assist you in sounding them out. If a child can spell the character words, have them write these on the board. Have a separate list written that is clear for students to read and use. Refer students to the word wall for other words they may need help spelling.

Assessment

During the lesson, ask questions to see if the children are relating to the theme of the story and the concepts being taught. Call on students to recall the basic sequence of events of the story. Provide time for questions about the seatwork task.

Once the students are at their desks, rove and check on their progress. Encourage their efforts and assist them in understanding the types of sentences they may want to write. Provide time for students who have special needs such as a desk turned away from the group, a timer to keep a student on task, a buddy to help a child get started, or small group work for at-risk students. Remind students that they now have the opportunity to act like the Little Red Hen in their everyday life. Ask if a child can relate to the class how this can be done. Guide students to think about these ideas: They have a task to do and our class rules say we all need to finish our work. Perseverance means that we stick to the tasks until they are finished, even though the tasks may be hard sometimes, or we wish we could do something else. If Little Red Hen can do the task and finish, then on-task first graders can do the same.

DISPLAY: Display the story sheet at the next circle time to review the lesson and to encourage the children's efforts in writing and following directions.

FOLLOW-UP ACTIVITY: Have the students write their own Little Red Hen scripts and act them out with the puppets. Have a child choose a character in this story and provide a different viewpoint of the story. (The dog may regret that he did not help and now he sees that working hard everyday makes him feel more positive about himself. The pig might share how she now keeps a tidy home and tends her garden because she has seen Little Red Hen be so successful.)

Centers

- Make a poster with a picture of the Little Red Hen, and have the children write their observations about the story and list character skills that Little Red Hen demonstrated.
- Provide cartoon sequencing sheets for individuals to use in drawing the story and writing their own version.
- Have books on The Little Red Hen for the children to read.

Michelene Rhodes
1999 Elementary School Winner
Balfour Elementary, Hendersonville, NC

"BUILDING A BETTER ME"

A kindergarten through fifth-grade counselor at Balfour Elementary in Hendersonville, Michelene Rhodes, with the help of the Character Education Team, has guided a school-wide focus on character education through a guidance curriculum.

Character Education at Balfour Elementary emphasizes climate, curriculum, and community with "Building a Better Me by Knowing the Good, Loving the Good, and Doing the Good." Educating for character has initiated changes in school climate and student awareness by system-wide attention to moral character and leadership. This team approach has encouraged teachers in reading, language arts, and drama to talk about the virtues of the characters students read and write about. In physical education, traits of character displayed by students are recognized along with their physical skills. In math classes, students are motivated to be as mindful about their attitude as their calculations.

The guidance curriculum emphasis on behavior, socialization, increased self-concept and , contributes to creating an environment where students recognize that WHO they are is as significant as what they can do or produce. This is evidenced by the responses of the first graders who were asked what kind of person their Class President should be... "someone who shows respect, has good manners, is courteous, and is responsible" were the remarkable answers of those six-year-olds!

In Michelene's own words:

> **"In our community, parents, teachers, and community business leaders alike are seeing the advantages of educating for character. As a result of this project, our standards for student behavior are higher and more explicit. Behavioral expectations are stated in classroom rules and the rules are practiced and reinforced. When teachers teach, character is infused in every subject."**

"BUILDING A BETTER ME"

LESSON PLAN: *INTEGRITY*

Grade Level: 3rd–5th

Subject: Guidance

Character Trait: Integrity

Time Needed: Several lessons

Goal

The learner will understand the importance of making good choices

Objective

To demonstrate integrity

Procedures/Activities

Students who have demonstrated integrity have their names placed in a jar and can then be selected as "President for the day." Daily drawings allow winners to make classroom "presidential decisions" and wear the "presidential button."

- Parent letter
- A.M. announcements using readings from people of integrity and stories of integrity.
- Students set nine-week goals for themselves.
- Martin Luther King, Jr. readings, writings, and activities.
- Service Project: Decorate a nature tree
- Classroom lesson on integrity
- Assembly on honesty
- Each child composes and shares an "integrity" poem

Materials Needed

Teacher resource packet: presidents, writing exercises about Martin Luther King, Jr.

Incentives: popsicles, candy hearts, peanut butter birdseed, pine cones, Tootsie rolls

Classroom guidance lesson

Presidential buttons

Organize integrity poem sharing

Assessment

Each student will demonstrate his/her understanding of integrity by writing an acrostic poem.

LESSON PLAN: *BUILDING A BETTER ME*

Grade Level: 2nd–5th

Subject: Guidance

Character Traits: Respect, Gratitude

Time Needed: 50 minutes

Goal

The learner will increase self awareness and socialization skills

Objectives

- To encourage contentment in children (valuing what they have)
- To demonstrate respect (valuing other people)
- To practice writing skills

Materials Needed

Teacher resource packet, including gratitude list, thank you notes, coupons for home

Posters for stickers used for canned food drive

Parent letter

Guidance lesson for each class (copy hands)

Grumpy the Grumbler book

Procedures/Activities

Use the classroom guidance lesson "Pat on the Back."

Read the story *Grumpy the Grumbler*. Discuss and brainstorm things that one says to show gratitude. Students then write a compliment on each of their two hand cut outs to give to other students. (Make sure students are assigned at least one person to write about so that all students receive "a hand.") Students give away their "pats" to the appropriate persons. Discuss how students feel as a result of the compliments they have received. Also use any of the following activities:

- Send parent letters home to encourage family involvement and practice gratitude via a canned food drive. Children are encouraged via stickers to participate.
- Have children make a list of things and people at school for which they are grateful.
- Have children write a thank you note to someone at school
- Have children develop "coupons" to give to family members. These are things they will do to show appreciation.
- Have students tell other students what they are grateful for over the intercom, in drawings, etc.
- Have students make a paper chain of all the things for which they are grateful.

Assessment

Analyze students' understanding of the concepts from the discussions and activities.

Building Curriculum

from *Growing Character* by Deb Brown

THE CHARACTER STANDARD

As a teacher, you have high expectations for your students. You love them and want to be sure that none slip through the cracks. An important strategy is to show your students those high expectations and to weave them into the life of your classroom. I call it the *Character Standard*. It is the highest expectation for students, the highest calling. By calling your students to personal and academic excellence, they will come to realize more of their true potential. The Character Standard will remind them of all that they can be and all that they can become! Students will learn to challenge themselves to do their best. They will begin their travels on the road from mediocrity to excellence. Once they have had a taste of excellence and the intrinsic reward that it brings, they will work even harder to achieve the character standard!

> **"The classroom is structured so that certain things are likely to occur."**
>
> *—Dorothy Strickland*

By holding your students to high expectations, you will naturally refuse to accept anything except their best. Students will come to respect you for the fact that you accept no late assignments, no unexcused absences or tardies, and no excuses for substandard work and behavior. If a paper is messy and unfinished, you do not even take the time to grade it. When students come in late for class without a reason, they do not get the opportunity to make up missing assignments. When students neglect to do homework, you simply record a zero in the grade book.

These responses must be consistent for each and every student, each and every day of the school year. Then it becomes a fair practice that encourages excellence. When students know that they cannot make excuses in your classroom, they will come to accept the challenge of personal as well as academic growth. They will feel better about their effort, and their self-respect will soar. Then the sky really will be the limit.

DEFINING CHARACTER

> **The Egyptian use of the word *character* means "to shape, to form, to build."**

Creating an awareness of the many good character traits that we can develop in life is always a wonderful first step! But we cannot always assume that our students know what each of these traits mean or how they can be exemplified in their lives. That is where intentional teaching comes into play.

One strategy that works well is to have students go on the prowl for the definitions of these words. They can look the words up in the dictionary, study the lives of famous people who exemplify these traits, ask their family and friends what the words mean to them and watch for the traits lived out in their everyday environment.

Once the research is done, the next step is to give the matter some serious thought and study. I always tell my students that studying means to *read*, *research* and *think* in order to learn. Reflection is almost a lost art in today's world. The same might be said for thinking. Many students take the easy way out. They look for shortcuts in regard to their studies and the result is a substandard education. Very

rarely do students realize that they are the only ones getting cheated in the process. It is important to teach children how to study and how to learn. Once they have mastered that, the world really begins to open up for them!

After some thought-time, have your students pick up their pencils and start writing. When their working definitions are complete, have the students bring them to class. Discussions will go a long way in helping them to edit and refine their thinking. And once each student has settled in on his final draft of the definition, encourage him to get to work incorporating that trait into his own character.

Below are some kid-examples that I have collected from students at the elementary school level.

Respect	• treating others the way I would like to be treated • showing kindness at every turn • letting people's feelings count
Trustworthiness	• when you are honest • when you tell the whole truth • when you do what you say you will do • when you keep promises
Responsibility	• doing your homework all of the time • doing your chores without being asked • taking care of your belongings • taking care of the earth
Fairness	• taking turns • sharing with others • treating all as equals
Caring	• showing kindness • showing respect to everyone • being nice, and never cruel • saying nice words or none at all
Citizenship	• letting everyone have a vote • taking your duties seriously • caring about your country • caring about the people in your school • reusing and recycling • taking care of the earth
Accountability	• stepping up to the plate • saying "I did it" when asked • telling the truth about what happened • accepting responsibility for mistakes
Integrity	• being able to be trusted • showing good character when no one is looking • when people can count on you • knowing what you stand for

HONOR SENTENCES

One of the most important academic considerations is the honor and integrity of the learner. Doing your own work, giving an assignment your best effort and taking responsibility for your studies are all crucial to the development of a good student. In an effort to promote honesty and integrity, I have students write an Honor Sentence on each test and special project paper. At the end of the test, students write sentences that explain their effort and the amount of study time given to the assignment. Below are actual Honor Sentences that have shown up on my students' papers. These illustrate the depth of learning about integrity and accountability.

This is my own work. I studied for twenty minutes each night for three nights.

I passed this test with an A+ because I studied really long and hard. I went the extra mile!

I put things off this week and studied only fifteen minutes. I know I failed the test—but at least it is my own work. I did not cheat.

I didn't study at all for this test. I promise to try harder next time.

I studied my brains out, and I feel really good on this one!

I studied two hours, and my mom helped. I think I did really well!

This is not my own work. I'm sorry, can I talk to you about it?

I took this test seriously. I gave it a lot of study time. I'm sure I got an A!

I studied each night this week. It was worth it!

One thing I like about using this practice is that it develops accountability. The students know that they will have to disclose the amount of study time devoted to their assignments. There is no escaping it. They also know that there will be consequences when they choose not to study and rewards when they do. A nice thing about this practice is that it becomes second nature for students. They develop the habit of writing their sentence without being reminded. One time that I was absent from school, I forgot to tell my substitute about it in my lesson plans. She left me a note and commented on how the students reminded her—and each other—about the Honor Sentence. She thought it was a good idea.

Perhaps what I like best about this activity is that students eventually come to understand that their grades are most often earned in direct proportion to the amount of time and effort put forth in study. Writing this sentence takes only a moment, but goes a long way in helping students to develop a work ethic that translates into academic achievement!

FROM WORK ETHIC TO LIFE ETHIC

Helping your students to develop a positive work ethic just may be one of the most important things you can do! A child's work ethic begins in his first year of schooling and continues on throughout life. Each decision a child makes either adds to that positive work ethic or detracts from it.

> **"Learning about good character helps you try harder than ever to reach your goal of earning a spot on the A Honor Roll. Then you feel good about yourself that you can achieve excellence!"**
>
> *—Samara, age 11*

I believe that it is a teacher's calling to help children learn to make more deposits in their work ethic account and fewer withdrawals. It is that calling to personal excellence that will translate into academic success. And of course, both personal and academic excellence will translate into a work ethic that transcends the school experience. I believe that a child's work ethic in school will become his life ethic. So from school climate to curriculum to the world of work, a positive work ethic is a grand goal for all of us.

TEACHER MODELING

There is no doubt about it, kids watch our every move. From the way we dress, to the way we talk, to the way we treat others, kids pay attention! They watch for discrepancies in our message and our modeling. They don't miss a trick. Therefore, we must know and understand that the walk is more powerful than the talk.

Students don't just watch our every move in the classroom. They watch how we treat and interact with the other teachers on the staff. They watch our day-to-day words and actions, our facial expressions and our body language. They look to see if we are demonstrating the traits of good character that we espouse.

They also watch to see if we take our own education seriously. After all, if we don't, why should they? It makes an important impression when they hear on the morning announcements that the graduate class will meet each Tuesday or that the staff development session this month will be on reading strategies. They are interested in the books we read and the classes we take. They need to know that learning is a lifelong process, and that the hard work involved in the pursuit of furthering our education is worthwhile.

Often I will bring a book to school that I am reading and just lay it on my desk. It is a great conversation starter at break time or before and after school. Kids will respect your teachings more if they know that there is something of substance behind all that you do. In fact, I always remind them of a comment that Michelangelo made shortly before his death: *I am still learning!*

OUR DECISIONS DEFINE US!

In fact, these very words are written on the wall. This is such an important teaching message for me and my students that this sentence runs along the top of one of my classroom walls. In large, colorful letters, the message is spelled out in a big way. I don't believe that there is a day that I haven't referred to it in some way.

Our decisions to be kind or cruel, sympathetic or unfeeling, respectful or disrespectful will help to determine the kind of person we become. Our decisions to do our homework or not, to listen in class or not, to try our best or not, will help to determine what kind of student we become. Each decision we make—large or small—will add or detract from our total being. So for building an academic climate in your classroom and school, remind your students of this powerful and life-changing lesson: Our decisions define us!

RESPONSIBLE STUDENTS

Every school in our district must have some kind of written plan for promoting student behavior and responsibility. The plan must address discipline as well as academics. It's a good safeguard for assuring that student behavior will not distract from the academic learning opportunities in the school.

Each year, the plan is revised along with the School Improvement Plan. Our staff sits down and discusses the school year. We bring up all of the problems as well as all of the successes. We make suggestions on how we can make next year's plan better for students to follow and for parents to understand. Something that has helped strengthen our Responsible Students Plan in recent years has been the weaving of character education into that plan. Teaching character gives the plan substance, as well as strength.

The expectations are posted in every room of the school, and a list of rules is given to each student to take home to their parents. They are reprinted for you here so you can see exactly what I am referring to. As you read through the list, take time to notice how character is woven into the plan.

The plan is built with student rewards and consequences. Consistency, of course, is the key to the plan's success. Remember that kids will try you at every turn. It's sad to say, but often parents will do the same. They will ask you to make an exception, just this once. If the entire staff is consistent and fair, the plan works wonderfully well. Remember, you are in the driver's seat on this one.

Weimer C.A.R.E.S.
Respect and Responsibilities

Red...respect!
- Listen
- Show respect
- Use good manners
- Work cooperatively
- Follow classroom rules
- Follow school rules

Blue...responsibility!
- Come prepared for class
- Work independently
- Complete assignments
- Turn in homework
- Return permission slips promptly
- Return office communications
- Return library books
- Organize materials and workspace
- Organize self and belongings

Green...quiet times!
- In school hallways
- In line
- During fire drills
- During shelter-in-place
- During intercom announcements
- When a visitor enters the room
- During a test
- During silent reading

Purple...cafeteria!
- Get supplies on your way through the line
- Use a soft and respectful voice
- Show proper table manners
- Stay in your seat at all times
- Be respectful of others at your table
- Clean up...pick up!

Guidelines...
for rewards and consequences!
- 3 violations of the same color in one month = counseling referral slip
- 6 violations in one month = parent notification slip
- 9 monthly violations allowed per student
- 10 monthly violations = no C.A.R.E.S. reward plus a discipline slip
- 15 monthly violations = suspension or parent spending the day with student

Discipline Slips...
given for these behaviors!
- Disrespectful behavior
- Cafeteria problem
- Disruptive conduct
- Inappropriate language
- Failure to obey authority
- Inappropriate dress
- Failure to work to full potential

LOOK FOR THE LESSON

No matter what the subject matter, no matter what the lesson of the day—students will come to learn more about the character message when it is woven into all that you do. Calling your students' attention to the lesson within the lesson is a powerful way to show that life's greatest lessons can be found within our studies at school. In fact, if we learn to pay attention, they can be found just about anywhere!

Examples of lessons from different areas of the curriculum are illustrated below.

LESSON	THE CHARACTER LESSON WITHIN
Martin Luther King, Jr.	Respect, fairness, citizenship
The Making of the American Flag	Citizenship
George Washington, Abe Lincoln	Honesty, bravery
Louis Slotkin	Accountability, integrity, respect
The Tortoise and the Hare	Perseverance
The Schooling of Afghanistan Children	Fairness, respect
Ruby Bridges	Respect, fairness, bravery, citizenship
Math: coins, money	Honesty
Aristotle	Virtue, character, work ethic
World Cultures and Religions	Respect
Thomas Edison and Electricity	Perseverance
Mother Teresa	Respect, caring, compassion, service
Aesop's Fables	Every character trait is represented

PEER TUTORING

When high school students from Service Learning Class come to help at your school, let them get involved in a peer-tutoring program. High school students can be a wonderful asset in helping your elementary kids practice and master basic skills. Extra help and practice with math, spelling, and reading skills, or even difficult science concepts, can go a long way in helping younger students meet with success. Sometimes just the companionship and closeness of an older student reading a story to a younger child or listening to the younger child read is motivation for extra effort in skill development. And the older student also benefits! High school students learn to be positive role models for younger kids and learn to give back to the communities of which they are a part. The teamwork and camaraderie built will help both the elementary school and high school grow strong.

Sometimes, just the companionship and closeness of an older student reading a story to a younger child or listening to the younger child read is motivation for extra effort in skill development.

MONTHLY GOAL-SETTING SESSIONS

Remember the research from Chapter One about the power of setting goals and writing them down? I'll review: 87% of people do not have goals, 10% have goals, and 3% commit their goals in writing. Those who write down their goals achieve 50–100 times more than those who simply think about and talk about their goals. We want our students to become members of The 3% Club! And remember, with 90–95% of what we do each day attributed to habit, we want for our kids to develop good habits. Setting goals and working towards them is one way to get there!

In my monthly goal setting sessions with students, I help them work on several kinds of goals: academic goals, personal goals, and social goals. I want for them to become well-rounded people. Academic goals will help them with their studies and grades, personal goals will help them to become all that they can be, and social goals will help them in their interactions with others. Each month, we choose a new goal in each area to work on. We write down the goals and commit them to memory.

During the month, we pull out our goal lists and see how we are doing. We chart our progress, we make adjustments. We resolve to work harder. The first month of school, we post our goals in the classroom near the door. That makes it a little easier for students to see them on a daily basis. It helps them stay focused. Whether your students keep their goal lists in their notebooks, lockers, and backpacks or on display in the classroom is not important. What is important is that they take the time to set goals, write them down and keep check on their progress. That's what growing in goodness is all about!

Over the years while teaching the Character Class for my K-6 students, I have kept copies of their goal lists. I have selected a sample to include in this book. Perhaps these will help you to see what kinds of thing students have chosen to work on over the course of the school year.

Student Academic Goals
- To stay on task
- To be a better listener
- To do my homework
- To be a better reader
- To improve my handwriting
- To be responsible for my assignments
- To have a better report card
- To get straight A's
- To make the Honor Roll
- To get in a good college
- To get a job that I like
- To follow directions
- To learn math facts
- To follow school rules
- To try my best

Student Social Goals
- To be nice to my sister
- To change my attitude
- To make new friends
- To be a better teammate in basketball
- To follow the Golden Rule
- To be respectful with my parents
- To tell the truth all the time
- To control my temper
- To listen when my friends are talking
- To be helpful
- To take turns
- To share with others
- To be kind to everyone

Student Personal Goals
- To learn to do a handspring
- To complete a 500-piece puzzle
- To play basketball for UNC
- To be a cartoonist
- To learn to play an instrument
- To learn sign language
- To dive off of the high dive
- To eat healthy
- To be more lovable
- To do more good deeds
- To watch less television
- To start saving money
- To spend more time with my family
- To have a good time without being bad

Remember that there are two kinds of goals: long-term goals and short-term goals. Kids need to learn to set both kinds. And remember to teach students to be specific when setting their goals. The more specific students are in setting goals, the better chance they will have of reaching them. In the list above, one student did that quite well. He not only wants to go to college and play basketball; he has chosen the school, the University of North Carolina.

REPORT CARD GOAL-SETTING SESSIONS

Students need to see that their schoolwork and goals are connected. This practice will help students to focus on their studies and to work towards academic success. On the day that students will be receiving their report cards, I hand out the Goal Setting Session worksheets. Each student writes his name and the date on the top of the sheet.

The first section of the worksheet is for predicting what grades the students think they earned for this grading period. Notice that I am careful to use the word earned, rather than the word got. The language here is quite important. I want my students to understand that I don't give grades. I simply record the grades that they earn. The second section of the worksheet is for recording the grades that students earned during the previous grading period. The reason for this section is so that a comparison can be made.

Then I pass out the student report cards. They open them up and look them over. They then move on to the third section of the worksheet. It is in this spot that they record their newly earned grades. Question number four is simple: Did your grades go up or down? Then comes the part where students have to dig deeply for answers: Give the reasons for any changes in your grades.

Students now have to face the music. There is no room for excuses. We are developing accountability for our decisions of the last nine weeks. As a teacher, it is interesting to observe. Students become excited when they see that their grades have improved, and they come to understand that extra study time and effort were the reasons for the change. It is sad to see those who have not measured up. But there is hope! Students are enlightened when they begin admitting that poor study habits, laziness, and irresponsibility have been contributing factors to their failures. I remind them that it is never too late to change.

The logical next step is planning for the future. We take a few minutes to think about our habits—really think! We develop

Goal-Setting Session

End of the Nine-Week Grading Period

Name _____ Date_____

1. Predict what grades you think you earned this grading period:

Reading	_____	Social Studies	_____
English	_____	Science	_____
Spelling	_____	Health	_____
Math	_____	Citizenship	_____

2. Record what grades you earned last nine weeks in these subjects:

Reading	_____	Social Studies	_____
English	_____	Science	_____
Spelling	_____	Health	_____
Math	_____	Citizenship	_____

3. Write down the new grades you earned for this grading period:

Reading	_____	Social Studies	_____
English	_____	Science	_____
Spelling	_____	Health	_____
Math	_____	Citizenship	_____

4. Did your grades go up or down?

_____

5. Give the reasons for the changes in your grades:

_____

_____

_____

6. Write down five goals for improving your work ethic and grades:

_____

_____

_____

_____

_____

goals for the coming grading period. These goals will be helpful in improving our work ethic and our grades. We set to work. All in all, this is about a twenty-minute activity. Yes, it does take time out of our instructional day. But the way I see it, this is part of the most important instruction of all. Students come to see the direct correlation between work ethic and academic success. Plus you get the added incentive of knowing that it is never too late to wipe the slate clean and change your ways. I have seen students go from D's to B's and stay there!

CHARACTER JOURNALS

I have been doing Character Journals for years, and they are my very favorite character-building practice of all. Considering the amount of time they take, and the difference they make, you've just got to try them!

It's easy. We use those black-and-white composition books, but any kind of a notebook will do. Each morning I have a character quote on the chalkboard when students arrive. I always write down the same one that I put on the morning announcements for the day. Writing down the quote of the day simply becomes part of the morning routine: go to your locker, get your books and supplies for the day, graph in for attendance and lunch, put your homework in the basket, and write in your Character Journal. It's as simple as that. Writing down the quote takes all of one minute. And all of this happens before the tardy bell even rings.

But don't stop there. Use that quote throughout the day. Repeat it during the transition times of the day: when lining up to go to gym class, lunch, or the library or when packing backpacks at the end of the day. As Aristotle taught us, repetition is the mother of skill.

Another great idea is to have the older kids write a reflection paragraph about the quote on days when there is time. Students can write about what the quote means and how they might put the wisdom to work in their own life. This extension activity takes a few minutes more, but is worth the time and effort that it takes. Since students are writing, this activity can be woven in with the language arts lesson of the day.

Character quotes are just one of the things that students put in their journals. Whenever I find a good story that can be typed up on one page, I run copies for my class. The students staple them in and write a paragraph of reflection about the story. Copies of good editorial cartoons and stories from the newspaper are also good journal entries. I have also been known to include the heroes column from The Reader's Digest and other uplifting stories. Articles showcasing good character from your local newspaper are also good to copy and pass out to students.

By the end of the year, I usually have about 180 good character quotes, ten good stories, twelve teaching cartoons, nine hero stories, and dozens of pages of written reflections. When students leave at the end of the school year, they have a wonderful book of wisdom to take with them. Parents and students both cherish that collection. It is my favorite thing to send with them as they walk off into their futures!

SUCCESS LIBRARY

Reading is so important! Because I believe that children become better readers by actually reading, I keep lots of books on hand in the classroom. I bring books from home and I write grants to buy even more. What kind of books do I keep in the collection? Success books!

Books that I call success books are ones that build character. These are books that help you, guide you, and point you in the direction of achieving personal, academic, and professional success. They

are the books that are found in the self-help and psychology sections of bookstores. They are also the little life-lesson books found in gift shops. Books on confidence, character, and courage. Books on determination and desire. Books that include the wisdom of the generations. Books that inspire and motivate you to be the best person that you can be. In my opinion, we don't read enough of them!

Start building a collection for your class. For a first step, I just got a big basket and filled it with books from home. I was amazed at how the kids enjoyed reading them. And because they were my personal books, the students were extra careful and respectful of them. They grabbed a book for some success reading whenever there was a free moment, whenever they had finished their class work and even during recess on a rainy day. Reading positive and uplifting books supports students on their journey to goodness!

Here are a few titles to help get you started.

The Book of Virtues	William Bennett
The Children's Book of Virtues	William Bennett
The Children's Book of Heroes	William Bennett
The Children's Book of America	William Bennett
Our Country's Founders	William Bennett
The Moral Compass	William Bennett
Life's Greatest Lessons	Hal Urban
Chicken Soup for the Children's Soul	Jack Canfield /Mark Victor Hansen
Life's Little Instruction Book	H. Jackson Brown, Jr.
Live and Learn and Pass It On	H. Jackson Brown, Jr.
Notes from a Friend	Anthony Robbins
100 Days of Growing Rich	Napoleon Hill
Kids' Little Instruction Book	Jim and Steve Dodson
Zig Ziglar's Little Instruction Book	Zig Ziglar
A Call to Character	Greer/Kohl
Winning Words of Champions	Larry Bielat
A Return to Virtue	Bell/Campbell
The 7 Habits of Highly Effective Teens	Sean Covey
Speaking of Character	Michael Mitchell and Bill Wotring
The Portable Pep Talk	Alexander Lockhart
Positive Charges	Alexander Lockhart

HEROES IN CHARACTER

Heroes are role models for all kids. But heroes and celebrities are not the same. Kids need to know the difference. Reading, Social Studies, Literature and History classes are all great places to drive home the fact. When studying famous people, weave the character thread into the fabric of your class discussions. We keep a Heroes Chart on our classroom wall and in our Character Journals to record the names and deeds of those who measure up. Here are some of our favorites.

J.C. Penney	Great work ethic, treated customers and employees with respect, called his stores Golden Rule Stores
Mother Teresa	Showed caring and compassion
Louis Slotkin	Showed caring, took responsibility for his actions
Martin Luther King, Jr.	Showed respect, fairness, citizenship
Ben and Jerry	Show responsibility in taking care of the environment by giving farmers their empty ice cream buckets
Frank Daily	Showed caring by giving his shoes to a lady who had none
New York firefighters	Showed bravery and caring by rescuing victims of the World Trade Center
American citizens	Showed caring and citizenship by giving money and time
George W. Bush	Showed bravery and citizenship by taking a stand against terrorism

Parents have heroes, too. One of the homework assignments I give each school year is for students and their parents to discuss the difference between celebrities and heroes. Both are then to make a list of three personal heroes and send the list back to class. This activity promotes meaningful dialogue between children and their parents. It also gets both thinking about what kind of behavior they respect, admire, and look up to. Here are a few samples of parent heroes from over the years. Take a look!

John Wayne	Made decent movies
Princess Diana	Showed compassion and caring, and helped others
Ronald Reagan	Brought peace by stopping the war
Mickey Mantle	Played great baseball and always tried his best
Mary Kay Ash	Built her cosmetic business on the Golden Rule
Mother Teresa	Lived out her lifetime commitment to care for the poor
Jerry West	Practiced a good work ethic to achieve athletic greatness
Jeff Gordon	Always shows good sportsmanship
Eleanor Roosevelt	Showed strength and determination

CHARACTER IN THE WORKPLACE

When I started teaching sixth grade, I ran across a Scholastic book in our reading series called *From Rags To Riches*. It is filled with wonderful stories of American businesses that were started from scratch and went on to become successful. I saw this book as an opportunity to teach about the importance of work ethic while teaching reading.

I wrote a nine-week unit that I called *Character and Ethics in the American Workplace*. We read, discussed, and studied the stories of people and businesses that lived and worked by the Golden Rule. Ben and Jerry, J.C. Penney, Marriott Hotels, Hewlett Packard, Hershey's, Dow Jones and *The Wall Street Journal*, Apple Computers, Cisco Systems and MindSpring were just some of the businesses we studied. For each business we created semantic maps about their work ethic, and at the end of the nine weeks students were beginning to see the connection between character and success. It was a joy to see!

During this study unit, we used many instructional strategies to promote higher level thinking skills. We wove the character message into each strategy: class discussions, semantic maps, graphs, K-W-L

charts, brainstorming charts, and Venn diagrams. We used Think-Ink-Speak and Think-Pair-Share. We wrote essays and reports. We had business representatives visit and talk with our class. We visited a business in our area. We did it all! And I am happy to say that the character message weaves well into each instructional strategy and activity. It's a natural thread in the fabric of the classroom!

WEEKLY COMMUNICATION FOLDER

Communicating with the home is one of the most important aspects of teaching. We all know that a home and school that work together sends a powerful message about the importance of an education. It is vital to send a message to the home about the importance of character, as well.

Each week, I am careful to get all of my students' papers and tests graded. By Monday we are ready to share the previous week's work with the parents. We take the time on Monday to pass out the week's papers. The kids love doing this! It gets them involved in organizing their work and reporting it to their parents. This takes about ten to fifteen minutes of class time, but it is well worth the effort.

Each child has a Weekly Communication Folder. As the week's papers are passed out, each student puts his papers in the folder—in any order he wishes. It is cute to see how they choose to arrange them! Many decide to put the best-graded papers first, and hide trouble spots among the ones in the back. Some will cleverly choose to put the worst first to get it over with, and use the great grades as the icing on the cake!

Along with their weekly papers go their computer reports for the week, any correspondence from any of the other specialty teachers in the building, and any office communication that needs to go home. But in the most prominent place in the folder, right in front, is the Weekly Communication Sheet.

This is the summary sheet, the tell-all device that I use to let parents know the whole story! It is simple to design, simple to run off and simple to do. Now I admit that it does take about thirty minutes out of each weekend for me to fill them out for my twenty-eight students and to run copies for my files. But it may be about the best-spent thirty minutes of the week!

There are three possible marks given: a star means *excellent*, a plus sign means *satisfactory*, and a minus sign indicates that *improvement is needed*. It's as simple as that. What are the areas that I evaluate? Manners, respect, listening, effort, work ethic, and behavior. I also leave a place for the number of rule violations and missing assignments. Even though the students are not allowed to make up unexcused missing work, the missing assignments are there in black and white. It sure goes a long way towards explaining why grades might be low at report card time!

Parent Signature Sheet

Week	Week
1_____	18 _____
2_____	19 _____
3	20

Weekly Communication Sheet

Student Name _____

Date _____

Shows manners and respect	____
Follows rules and procedures	____
Listens to teacher and instruction	____
Work ethic/best effort	____
Number of rule violations	____
Number of missing assignments	____

Key

* Excellent

\+ Acceptable

\- Needs Improvement

And don't forget the commendations! Always take a minute to jot down something to celebrate. Students need feedback; they need to know that you notice and appreciate their hard work. And they need affirmation and praise for a job well done. One sincere comment in this section helps to motivate a student to continue working diligently.

Once the sheet is filled out and copied, it goes in the front of the folder. Parents know to look for it, and students have the choice about what goes on that

sheet. If they work hard and behave well, the sheet looks great and they are proud to take it home. If they have made bad choices and let their responsibilities slip, they have no one to blame for the negative feel of the communication sheet.

The last part of this strategy is the parent's responsibility. Stapled to the inside cover of the folder is the Parent Signature Sheet. It has a place for a parent signature for each week of the school year. When the parent signs, he takes responsibility for seeing, discussing, and knowing about his child's progress in school.

I keep a copy of each child's Weekly Communication Sheet in his folder. At the end of the year, there is a clear record of growth for each child. This comes in handy at conference time. Parents cannot say that they *didn't know* there were academic or behavior concerns. They have been updated each and every week. Molehills do not become mountains when the communication between school and home is ongoing and consistent throughout the school year!

HOMEWORK IN CHARACTER

Thursday is character homework night. I intentionally give students an assignment that will help them on their journey to becoming better people. It isn't a big assignment, just one they can do in fifteen to twenty minutes. The difference it has made has been monumental. Why? Because we squeeze in thirty-five of these assignments during the course of a school year. Sometimes I send home a copy of a thoughtful story or article that addresses the topic of good character. The students are told to read the selection and to write down the main ideas and a few supporting points from the story. They are to be ready to take part in a follow-up class discussion the next day. I also have them share the story with their parents. This is an important part of the homework assignment. It is the way that I let students take home the character message. They carry it home in their backpacks!

Sometimes the assignment is simple: Look up the word respect in your dictionary. Of course, this is an assignment in spelling and study skills—as well as an assignment in character. Discuss with your parents several ways of showing respect. Write down your family's five favorite ideas and bring them to school and share in the class discussion.

Sometimes the homework assignment is to look for Character in the News. Students are to peruse newspapers and magazines for a story or article that could make for an interesting discussion on character. Sample articles have included: John Glenn's trip into space (work ethic, determination, pursuit of your dreams), the Columbine shooting (respect and caring for others, doing the right thing), a story about girls in Afghanistan being denied the opportunity to go to school (fairness, respect), and an article on Mary Kay Cosmetics (the company ethic is based on the Golden Rule). The discussions that start at home and continue at school are very effective in making the language of character clear and consistent. By using the newspaper and magazines, it is easy to find current event situations to discuss. These character assignments let parents know what you stand for and encourage them to further their child's character development at home!

Responses from even the youngest students show their growing insight into character development.

- knocking before entering
- holding the door for people
- saying *sir* and *ma'am*
- saying *thank you*
- being polite
- listening when others talk to you
- shaking hands
- answering the phone in a polite way
- picking up after yourself
- being grateful
- following The Golden Rule

Let Your Character Shine!

Never let the light of your good character be hidden. Let it shine! It has a way of making the world a better place for all of us!

Do the matching exercise below to help you think about and understand how one good deed, one act of kindness, can shine out into the world, making it a better place. Then, talk about this with your family and classmates. Keep this sheet as a reminder to try a few of the suggestions yourself!

MATCHING

A. Listening to a friend	_____	makes you feel better!
B. Honoring a confidence	_____	makes the world better!
C. Helping with a problem	_____	builds character!
D. Lending a book	_____	is uplifting!
E. Smiling at people	_____	makes you smile!
F. Helping with a chore	_____	makes someone's day!
G. Being kind	_____	makes a difference!
H. Giving a compliment	_____	really helps out!
I. Doing a favor	_____	really counts!
J. Giving encouragement	_____	is contagious!

A + B = C (Attitudes + Behavior = Character)

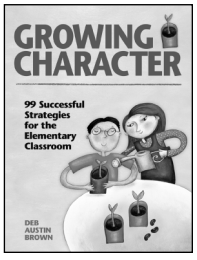
The equation is simple!

Below are listed a few equations to help get you started. Then let the brainstorming begin! Think about, talk about, and write down a few equations of your own. Be prepared to write your favorite on the chalkboard at school tomorrow!

Positive attitude + Cooperation = Teamwork
Cheerful disposition + Effort = The job done!
Responsibility + Hard work = Good grades

_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____
_____ + _____ = _____

Special thanks to Character Development Group
for allowing us to use portions of their publications.
www.CharacterEducation.com



Susan Reed is a Speech Language Pathologist for the Charlotte-Mecklenburg School District. She has developed Character Education programs at Rama Road Elementary for the past four years. Her poetry is used as a spring board to encourage children to do the right thing and to promote good character education.

The poetry is also used by teachers to teach students the character trait for the month and as a tool for discussion.

Ms. Reed lives with her two children in Charlotte, North Carolina.

Character Development Program

Rama Road Elementary
2003–2004

The Character Education program begins by introducing the Pat-A-Back poem. During morning announcements, students are told that teachers will be looking for students who are exhibiting the character trait of the month.

At the beginning of every month, the new character trait poem is read and copies are given to each class to help facilitate discussion and character education activities. In the middle of each month, the teacher nominates the student that best fits the description of that monthly character trait. Those students' names are placed on a Rama Proud Nomination certificate and displayed in the front lobby bulletin board of the school. At the end of the month, three of these students are picked from a lottery drawing and they receive either a $1, $2 or $3 Pat-a-Back Bucks. This funny money can be used either at the school store or at the cafeteria and is financially backed by the PTA.

It ends up being a very reasonable (around $60.00 for the year) PTA Character Education Incentive Program that requires very little time and money.

Sue Reed
Rama Road Elementary

Pat-A-Back

Pat-a-back, pat-a-back
take a look and see
what someone has done.
To notice is the key!

Every day there are little things
that people choose to do
to make this world a nicer place.
Does that include you?

Decide to take the time
to give and not receive,
like opening a door,
or smiling as you leave.

Then you will discover
the good things you do
will come back around,
returning to you!

Sue Reed

Respect

Your teachers provide the tools
that you'll use in your life,
to assist you in the future,
hopefully avoiding any strife.

Apply these tools by listening
to the lessons that are said,
then use them accordingly
with the brain in your head.

The listening may require
an action to take place,
to head in the right direction
with an obstacle you may face.

Respect those in your life
that are to teach you this day.
Remember the lifetime messages
with the words they will say!

Sue Reed

Responsibility

You are responsible
for the decisions that you make.
Consider all your options
with the choices you take.

Each day is a building block
upon the day before.
Have your attitude be positive,
before your feet hit the floor.

Choose patterns in your life
that will add to your foundation.
Do all that you can do
to support your education.

Responsibilities are the requirements
to get any job done.
Complete them with quality
and your satisfaction will be won!

Sue Reed

Citizenship

It's easy to think of me,
involving the things that I do,
instead of seeing the "us"—
combining the me and the you!

To be a good citizen,
you must work as a group,
like an ant in his hill,
or a soldier in his troop.

It's only when we're together
that together we can learn,
so stop dwelling on "me,"
allow someone else a turn.

And then you will become
a group instead of one!
There is strength in numbers
when there's work to be done!

Sue Reed

poetry

Handshake!

> **"Every moment is a golden one for him who has the vision to recognize it as such."**
>
> *—Henry Miller*

Models respect, integrity, trust, cooperation, connection

This may be the slightest and easiest change you make to your day and routine, but it may also be the greatest. There is no trick. All I'm talking about is simply shaking the hand of all your students as they enter the classroom! In the half of a second you took to shake that hand, you had a direct, meaningful, personal, and individual connection with that student. It is a chance to connect with every single student every day! Hal Urban calls it transferring positive energy at the door. Harry Wong says it's the only way to start every class. A simple handshake makes a personal connection between you and each student, fosters a respect and integrity, and begins a relationship.

Think about what a handshake is—a greeting, a symbol recognized worldwide for partnership and togetherness. Look at it throughout history. The handshake has ended wars, obtained great wealth, created powerful alliances. The refusal of a handshake has led to devastation, death, and demise! Handshakes are unique and often personalized. It says what kind of person you are. I remember my dad telling me since I was a small child about the importance of a firm handshake and what it said about your character.

What if you or your students aren't comfortable with a handshake? Then you might want to substitute it with a high-five, or even a touch on the shoulder. If you have any students who clearly don't want to be touched, then don't touch them. Respect their space and comfort level. They will usually become more receptive over time.

TIP

One way to build upon this would be to practice various styles of handshakes—business, casual, formal, etc. Take a couple of minutes to talk with your kids about the various styles and why/how they might be used, and what they mean to the other person. Throw in the occasional high five for extra excitement and positive energy on test days.

If you don't get 'em at the door, walk up and down the aisles when you enter the room to shake the hands of the kids you missed. They will deeply appreciate the time and connection. Shaking the hands of your students daily may take up a whole minute of your class, but the benefits could last forever!

You can even make it into a lesson if you want. My economics class and I spent half of a period one day talking about the value of a good handshake in the business world, on job interviews, meeting a date's father—all the ways it can be a positive, valuable human resource. We practiced it regularly the rest of the year. Taking those few seconds for a bit of personal touch with each student—and doing it like you enjoy doing it—will make a big difference in your classroom throughout your school year.

Saying "Thank You"

"The little things? The little moments? They aren't little."

—Jon Kabat-Zinn

Models respect, appreciation, caring, responsibility

Is there any more important, positive two-word phrase in the world? We probably all teach our own children at home to say "thank you" to everyone any time we receive something, just as you were probably reminded hundreds of times as a child: "What do you say?" Most of us probably try to model at home for our children, but how often do we model it at school by saying "thank you" to our students? Once again, something so simple can make all the difference in the world in your classroom climate and in relationships with your students!

I discovered the value of "thank you" in the classroom several years ago with "Stefanie," a bright young woman in my U.S. history class. An underachiever whose single mom was an airline flight attendant, Stefanie was home alone quite a bit—a tough situation for any teenager! Though she was basically a good girl, she had questionable friends, by parent and counselor standards, and would definitely be considered "at-risk." She was tough, a loner, and quite sarcastic to protect her fragile ego. I loved her!

On an interim report midway through the second quarter, I put Stefanie down for a B+, and in the comment section wrote "Thank you" with a smiley face next to it. I was in a hurry and didn't have time to write more. I was not thinking of it as a "teaching strategy." At the end of class, after I returned the interims, Stefanie came up to me as I was sitting at my desk straightening up. She held out her report and, in a strong tone, asked "What's this?"

"What's what?" I replied, not knowing what she was referring to. She pointed to her report and said, "The thank you." I told her I had written it because I knew she was working hard, completing all of her assignments in five other classes, working a job after school, taking care of her household all by herself, and still doing well in my class. I told her I appreciated what she was going through and accomplishing—that's what I meant by the "thank you." Her confused expression broke into a beautiful smile, and a sense of pride, mixed with relief, came across her face. She said that hardly anyone ever thanked her for anything, and certainly never a teacher. I thought she was going to cry. Heck, I thought I might cry. Ever since that day, Stefanie and I have had a close relationship and certain bond. "Thank you" made all the difference in the world to her!

I had never thought of thanks as an educational tool, but since I saw the difference it made to Stefanie, I use it every chance I get. Since that time, hundreds of students have made comments to me similar to Stefanie's. They love

TIP

It never hurts to tell your kids "I don't know" or "I'm sorry, I was wrong" either. Remember our students hold stereotypes about teachers. They often think of us as aloof know-it-alls. To admit that we don't know something or that we too make mistakes will help develop a comfortable atmosphere in the class. I'm never afraid to tell my kids, "I don't know, but I can help us find out." As long as you are sincere, your students will return the feeling.

feeling appreciated. Students appreciate when we realize all the things they do and how they too must juggle their time and efforts. The feeling that I notice and appreciate their situation changes their whole outlook about the class, and about me as a teacher.

Saying "thank you" to our students builds a mutual respect, a sense of caring and empathy, and that appreciation is one more great thing to build a relationship upon.

Celebrate a Classmate

"Be kind, for everyone you meet is fighting a hard battle."

—Plato

Develops respect, caring, motivation

This activity may just be the best thing I did with my classes all last year. This idea I heard about from Dr. Phil Vincent, who told me about this super activity done by a California teacher, Hal Urban. When I first heard this affirmation activity described, I thought it sounded kind of "fluffy" and had my doubts, but I'm always willing to try new activities that might help my classroom. Well, Celebrate a Classmate went so well that as soon as I did it with my first class, I ran to tell the teacher in the room next to me about this wonderful activity she had to do with her class! This really was one of the best, if not THE best thing I did all last year.

Here's how I set it up as a daily assignment. I wrote on the board that I wanted them to Celebrate a Classmate. They were to write something nice or something they appreciated or admired about someone in class. At first, the kids had questions. I told them to write something nice about somebody, but not necessarily their best friend in class. I gave a few simple examples to get their minds into this mode because few high school kids ever do this type of thing. They had to put their names on their papers, but I promised I would not identify any authors when I read the papers. I didn't want to embarrass anyone. My students thought deeply and wrote quietly.

As I started to look these over myself, I was really pleased, but when I read them aloud the effects enlightened my life! The comments written down included, "Derik has a nice smile," "Ian is smart and funny," "Steven makes me laugh every day," "Courtney is always nice to everyone," and "Crystal is here today. I have missed her." You should have seen their bright eyes and smiles when they heard their name and what others thought of them! It made everyone feel great—appreciated and special. Crystal's reaction was the best. She'd been out of school sick for three or four days, and this happened to be her first day back. When I read, "Crystal is here today. I have missed her," her eyes lit up like beacons and the most beautiful smile I have ever seen in a classroom came across her face. She and I both melted. The young man sitting behind Crystal, Tim, had written this celebration. They were classmates, but had never been close friends. When Tim saw Crystal's smile and eyes as she looked around the class to see who might have written this, a warm smile came across his face. As my kids were leaving class at the end of the period, I stopped Crystal and asked her why she seemed so surprised and delighted. She

TIP

Along the same line as this activity, and used in the same manner, is to have your kids describe or write down something good that has happened to them in the last two weeks (or any length of time). I love doing this because it forces kids to look for the positive. We all know how readily teenagers want to focus on negative things. One of my students, Brad, told me that nothing good has happened to him. I prodded him a little, and he eventually came up with, "I'm living." As I read these aloud in class I was quick to respond, "That beats the alternative." He agreed.

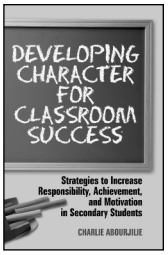
said she hadn't thought anyone, apart from me, even noticed when she was gone! Now she knew differently. My students learned many things that day, but one big thing was that they do matter to other folks and do make an impression on others.

Many people ask what happens to the kids who don't get written about—aren't their feelings hurt? That's possible, but the way I used this last year, I was able to avoid that. I did this about once every three or four weeks, and I told my kids to write about someone different each time. They were very sensitive to others in the class, and many went out of their way to write nice things about classmates who might not have been included yet. As another safeguard against hurt feelings, at the end of the semester I wrote a celebration about each individual in class and read these aloud.

Celebrate a Classmate is something I will do for the rest of my career. The way it builds a sense of caring and family in the classroom is phenomenal. It brings a lot to the class atmosphere.

This section includes excerpts from *Developing Character for Classroom Success* by Charlie Abourjilie.

Special thanks to Character Development Group for allowing us to use portions of their publications. www.CharacterEducation.com



Smart & Good High Schools

INTEGRATING EXCELLENCE AND ETHICS FOR SUCCESS IN SCHOOL, WORK, AND BEYOND

> **"Work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. After students have had a taste of excellence, they're never quite satisfied with less."**
>
> —*Ron Berger,* An Ethic of Excellence

Executive Summary

Throughout history, and in cultures all over the world, education rightly conceived has had two great goals: to help students become smart and to help them become good. They need character for both. They need character qualities such as diligence, a strong work ethic, and a positive attitude in order to do their best in school and succeed in life. They need character qualities such as honesty, respect, and fairness in order to live and work with others.

This report views character, defined to include striving for excellence and striving for ethical behavior, as the cornerstone of success in school and life. A *Smart & Good High School* is committed to developing the performance character and moral character of adolescents within an ethical learning community. By *performance character*, we mean those qualities needed to realize one's potential for excellence—to develop one's talents, work hard, and achieve goals in school, work, and beyond. By moral character, we mean those qualities needed to be ethical—to develop just and caring relationships, contribute to community, and assume the responsibilities of democratic citizenship. By an *ethical learning community*, we mean staff, students, parents, and the wider community working together to model and develop performance character and moral character.

Performance character and moral character are, in turn, defined in terms of eight strengths of character which, taken together, offer a vision of human flourishing over a lifetime:

1. **Lifelong learner and integrative thinker**
2. **Diligent and capable performer**
3. **Socially and emotionally skilled person**
4. **Ethical thinker**
5. **Respectful and responsible moral agent**
6. **Self-disciplined person who pursues a healthy lifestyle**
7. **Contributing community member and democratic citizen**
8. **Spiritual person engaged in crafting a life of noble purpose.**

Drawing on theory, research, and on-the-ground wisdom, including site visits to 24 high schools that had received external recognition, *Smart & Good High Schools* describes promising classroom and schoolwide practices that can help foster these eight outcomes through an ethical learning community. The report also describes practices that create a *professional ethical learning community* in which staff work together to maximize their positive impact on excellence and ethics and the eight strengths of character.

PRINCIPLES OF A SMART & GOOD HIGH SCHOOL

The Principles of a Smart & Good High School are intended to provide a blueprint for building a school committed to excellence and ethics. We expect these Principles to evolve as we work with schools seeking to put them into practice.

1. **Make the development of performance character and moral character—the integration of excellence and ethics—the cornerstone of the school's mission and identity. Define performance character and moral character in terms of eight strengths of character needed for human flourishing over a lifetime.**

   Place the development of performance character and moral character at the center of your school's mission and identity. View this integration of excellence and ethics as essential for realizing success in school, work, and beyond. Commit to promoting excellence and ethics by developing the eight strengths of character that define performance character and moral character: 1. lifelong learner and critical thinker, 2. diligent and capable performer, 3. socially and emotionally skilled person, 4. ethical thinker, 5. respectful and responsible moral agent, 6. self-disciplined person, 7. contributing community member and democratic citizen, and 8. spiritual person engaged in crafting a life of noble purpose.

   "The good-to-great companies placed greater weight on character attributes than on specific educational background, practical skills, specialized knowledge, or work experience."

   —*Jim Collins,* Good to Great

2. **Work to establish the conditions that support the implementation of the Smart & Good High Schools vision.**

   Take steps to create the conditions that support the implementation of the Smart & Good High Schools vision. These conditions include strong leadership, optimal school size, time for planning and reflection, supportive scheduling, manageable teaching loads, a safe and orderly environment, trusting and respectful relationships, and adequate budgetary resources. Continually address these factors in order to create optimal conditions for implementation success.

3. **As individual practitioners, capitalize on the Power of One—your personal contribution to the performance character and moral character of every student.**

   While striving for a whole-school environment that supports excellence and ethics, work as individual practitioners in your own sphere of influence, to maximize your personal contribution to the character development of every student. Educational research and students' own voices point to the Power of One—an adult who has made an enduring difference in the life of a young

   "The aim of education is to guide young persons in the process through which they shape themselves as human persons—armed with knowledge, strength of judgment, and moral virtues—while at the same time conveying to them the spiritual heritage of the nation and the civilization in which they are involved."

   —*Jacques Maritain*

"I am an idealist at heart. I agree with Gandhi's philosophy: "You must be the change you want to see in the world."

—A high school boy

"Compassion for others gives my life a sense of purpose. What are we here for, if not to improve the overall condition of mankind?"

—A high school girl

person. Whether as a school leader, classroom instructor, coach, advisor, parent, or member of the support staff, examine your practices—including your own modeling of performance character and moral character—with the goal of optimizing your impact on students' growth in character. To amplify the Power of One, seek out other, like-minded individuals—another teacher, another coach, another parent—to collaborate with you in your efforts.

4. Develop an Ethical Learning Community (ELC).

Work to develop an Ethical Learning Community (ELC)—an active partnership of staff, students, parents, and the wider community—that shares responsibility for modeling and fostering performance character and moral character. View the ELC as the school culture that provides support and challenge for all its members in developing excellence and ethics. Build this culture of character around the six ELC operating principles:

1. ***Develop shared purpose and identity.*** Cultivate a schoolwide sense of purpose, identity, and community based on a shared commitment to promoting performance character and moral character.
2. ***Align practices with desired outcomes and relevant research.*** View everything in the life of the school—curriculum, co-curricular activities, discipline, routines, and traditions—as opportunities to develop performance character and moral character. Ask, How does a given practice contribute to the integration of excellence and ethics—performance character and moral character? What is the evidence of its effectiveness?
3. ***Have a voice; take a stand.*** Create a democratic community that maximizes participation in the quest for excellence and ethics; challenge staff, students, and parents to use their voices with courage and integrity.
4. ***Take personal responsibility for continuous self-development.*** See yourself as a work in progress; pursue your personal best.
5. ***Practice collective responsibility***. Care enough to expect the best from others; commit to the norm of "care-frontation" in relationships.
6. ***Grapple with the tough issues—the elephants in the living room.*** Address the critical issues—in school and outside school— that affect excellence and ethics.

5. Develop a Professional Ethical Learning Community (PELC) among faculty, staff, and administration.

Build a Professional Ethical Learning Community (PELC) that provides the essential leadership for developing the ELC and that acts upon Gandhi's exhortation to "be the change you wish to see in the world." Define the PELC to include all staff—administrators, teachers, counselors, coaches, custodians, secretaries, and all other adults whose example and work affect the character of the school and the character development of students. Develop the PELC around the same operating principles that guide the ethical learning community. Promote collegiality, collaboration, and a culture of critique in order to help all staff continually reflect on their own development of performance character, moral character, and the eight strengths of character.

"If we lived alone, we wouldn't need the virtues of fairness and compassion. If children could raise themselves, we wouldn't need the family virtues of commitment and fidelity. If wealth could simply be found, we wouldn't need the virtues of initiative and industry to create and sustain wealth. If our society were homogeneous, we wouldn't need the virtues of tolerance and respect for legitimate differences. If our political institutions were authoritarian and a few of us were fit to direct the lives of the rest of us, we wouldn't need the virtues of personal responsibility and active citizenry. The facts of our social life give us the broad contours of a conception of good character. It is the character required for a democratic society."

—William Galston, University of Maryland Professor of Public Affairs

smart & good

Smart & Good High Schools—Integrating Excellence and Ethics for Success in School, Work, and Beyond. Promising Practices for Building Eight Strengths of Character that Help Youth Lead Productive, Ethical, and Fulfilling Lives. Thomas Lickona, Ph.D. & Matthew Davidson, Ph.D. Center for the 4th and 5th Rs (Respect and Responsibility), State University of New York College at Cortland and the Character Education Partnership, Washington, D.C. Major support provided by a grant from the John Templeton Foundation. Additional support for Smart & Good High Schools was provided by Albany International Corp., Casillas Foundation, Carrollwood Day School, the Center for the Advancement of Ethics and Character, the Character Development Group, the Character Education Partnership, the Josephson Institute of Ethics, Fred Sarkis, Hal Urban, Hyde Schools, the Lincoln Center for Character Development, New Hampton School, and the Sanford and Priscilla McDonnell Foundation. To download a copy of the full report, go to www.cortland.edu/character/highschool

Smart & Good High Schools

"Great study."

"Can't wait to put this in place in my high school."

—Participants,
Smart & Good High Schools
Regional Institute

INTEGRATING EXCELLENCE AND ETHICS FOR SUCCESS IN SCHOOL, WORK, AND BEYOND

A Report to the Nation

Smart & Good High Schools is a national study of American high schools—including site visits to 24 diverse schools, hundreds of interviews, a comprehensive research review, and the input of a National Experts Panel and a National Student Leaders Panel. The report offers a vision of educational excellence designed to foster human flourishing over a lifetime. From our research we draw two major conclusions:

1. There is national consensus regarding the need for character—doing our best work, doing the right thing, living a life of purpose.

Performance character is a mastery orientation. It consists of those qualities—such as diligence, a strong work ethic, a positive attitude, perseverance, ingenuity, and self discipline— needed to realize one's potential for excellence in school, the workplace, or any area of endeavor.

Moral character is a relational orientation. It consists of those qualities—such as integrity, justice, caring, respect, responsibility, and cooperation—needed for successful interpersonal relationships and ethical behavior.

- **Cultural indicators** from every sector of American life—political and military, business and education, sports and entertainment, families and communities—demonstrate the need to develop citizens of all ages who lead ethical and purposeful lives and contribute to a productive, just, and caring society.
- **There has been a growing response**—evidenced by public discourse about character, employers' emphasis on character in the workplace, attention to character in educational research and social science, and a resurgence of character education in our schools and communities—to meet this need for character.
- To date, **high schools have not responded adequately** to these character challenges; one reason is that character education has not previously conceptualized character **to include both excellence and ethics**—performance character and moral character.

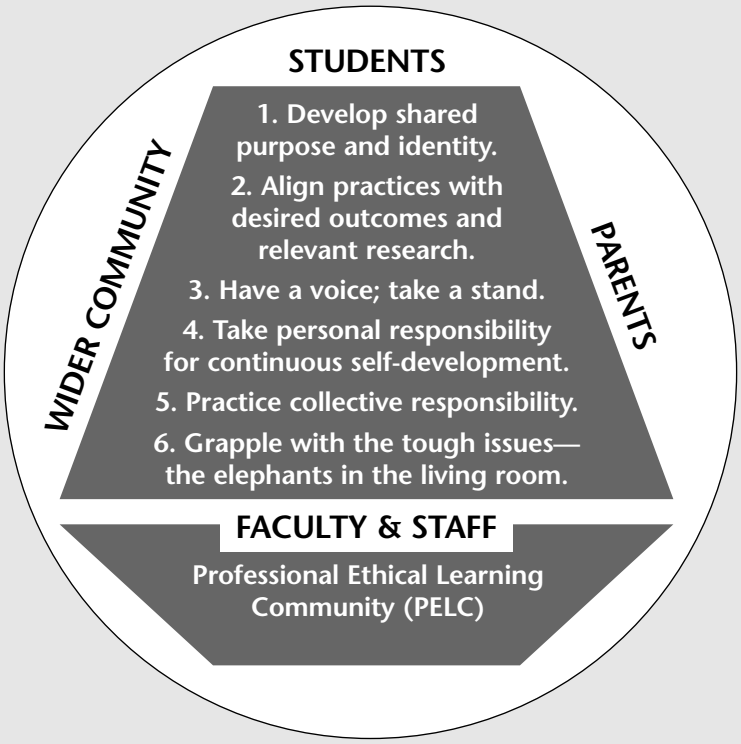
2. Smart & Good High Schools educate for character—both performance character and moral character.

Smart & Good High Schools:

- believe that both **performance character** and **moral character**—excellence and ethics—are essential for leading a productive, ethical, and fulfilling life.
- **utilize all things** in the life of the school—curriculum, discipline, co-curricular activities, rituals, and traditions—as opportunities to develop performance character and moral character.
- create an **ethical learning community** where faculty and staff, students, parents, and the wider community support and challenge each other in their quest for excellence and ethics.
- create a **professional ethical learning community** where faculty, staff, and administrators are committed to continuous self-development and ongoing improvement of the practices used to develop performance character and moral character.
- establish the **necessary preconditions**—such as strong leadership, optimal school size, time for planning and reflection, supportive scheduling, manageable teaching loads, a safe and orderly environment, trusting and respectful relationships, and adequate budgetary resources—that make it possible to implement the Smart & Good High Schools vision.

Ethical Learning Community (ELC)

Developing Collective Responsibility for Excellence and Ethics



In an ethical learning community, faculty and staff, students, parents and the wider community support and challenge each other to do their best work (performance character) and be their best ethical self (moral character).

The *Smart & Good High Schools* report defines performance character and moral character in terms of eight strengths of character and describes promising practices for each of these developmental outcomes.

8 Strengths of Character

1. Lifelong learner and critical thinker
2. Diligent and capable performer
3. Socially and emotionally skilled person
4. Ethical thinker
5. Respectful and responsible moral agent
6. Self-disciplined person who pursues a healthy lifestyle
7. Contributing community member and democratic citizen
8. Spiritual person engaged in crafting a life of noble purpose

10 Tips in Character Education for Volunteers & Mentors

"If someone listens, or stretches out a hand, or whispers a kind word of encouragement, or attempts to understand..., extraordinary things begin to happen."

—Loretta Girzartis

1. Remember that, *above all else*, **YOU are a ROLE MODEL** to the child that you are working with. They will notice all the little things you do from what you wear, to what time you arrive, to your mood and demeanor. Be positive! Courtesy is contagious. Encourage good manners.

2. Take an interest in your student **academically and personally**. Children thrive on Relationships and desire to be accepted and appreciated. Little will "stick" without a positive **RELATIONSHIP**. (At the same time, don't be afraid to share some of yourself, background, family, profession... with your student. Relationships are a two-way street.)

3. Be **PREPARED** in advance for whatever you are working on with your student.

4. **Enjoy the time with your student. Have fun.** Don't be afraid to LAUGH. (But please remember that children catch on to every little thing, so—*sarcasm and jokes are not appropriate*.)

5. Remember that you are working with a **CHILD**, regardless of how big, grown up or mature they appear to be at the time. In terms of maturity, emotionally, and developmentally, children vary dramatically. They will make mistakes socially and academically. Patience and understanding on behalf of the adults in their life is critical.

6. **HIGH EXPECTATIONS!** Expect the best from your student. No one rises to low expectations. Communicate your expectations and then *give them opportunities to meet or work toward those expectations*. Help your student **set goals**—academic and personal—write them down and set a time table for reaching them!

7. Use the teachable moment with your student and relate any lesson you can back to the life of your student or a real life situation. This will make any lesson, academic or social, more relevant to the child—meaning they will be more likely to remember it in the future.

8. Be **HONEST** with your student. Don't be afraid to admit a mistake or say that you don't know.

9. Be **SUPPORTIVE** of school rules, the administration and the student's teachers. Don't get caught up in a student's excuses or blaming of others. Place the focus on the respect and responsibility of the student. If you feel there is a legitimate concern with personnel or a school rule, bring that to the attention of the volunteer coordinator or administration.

10. **CELEBRATE SUCCESSES, big and small!**

"Great learning and superior abilities will be of little value...unless virtue, truth and integrity are added to them."

—Abigail Adams

"We must use time creatively, in the knowledge that the time is always ripe to do right."

—Dr. Martin Luther King Jr.

"The secret of education lies in respecting the pupil."

—Ralph Waldo Emerson

"Let us put our minds (and hands) together and see what kind of life we can make for our children."

—Chief Sitting Bull, Lakota Sioux

Ten Tips in Character Education for Volunteers & Mentors created by Charlie Abourjilie, Character Education Coordinator, North Carolina Department of Public Instruction. www.ncpublicschools.org/charactereducation

Kids Voting and Character

Kids Voting Activities tie into the eight Character Education traits (as adopted by the 1996 General Assembly legislation) really well. Below are the five traits with the strongest link to our activities.

GOOD JUDGEMENT

Choosing worthy goals and setting proper priorities, thinking through the consequences of your actions and basing decisions on practical wisdom and good sense

KV lessons that encourage this trait are: *Destination Democracy*, *Act from the Heart*, *Helping an Organization*, *Use It or Lose It*, *State Issue Watch*, *Rock the Vote*, *Apathy or Activism?*

CIVICS ALIVE: *Voting Chain* K-2, *Yes or No Game* K-2, *Which Hand?* K-2, *Voter Apathy Experience* 3-5, *Where Did You Hear That?* 3-5, *Two Ballots* 3-5, *Campaign Bumper Stickers* 3-5, *Apathy Cartoon Analysis* 6-8, *Solutions* 6-8, *Processing Information through the Decision Making Chart* 6-8, *Save Your Rights* 9-12, *Supreme Court Voting Rights Cases* 9-12, *Rock the Vote* 9-12, *Politician or Leader?* 9-12, *Debate the Issue* 9-12

PERSEVERANCE

Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes or failures

KV lessons that encourage this trait are: *Destination Democracy*, *Use It or Lose It*, *Apathy or Activism?*, *Kids Voting Club*, *Kids' Guide to the Community.*

CIVICS ALIVE: *The Name Game* 3-5, *Who Has the Power?* 6-8, *Debate the Issue* 9-12

RESPECT

Showing high regard for authority, for other people, for self, for property and for country; and understanding that all people have value as human beings.

KV lessons that encourage this trait are: *Destination Democracy*, *Creative Expressions*, *Voicing your Opinion*, *Assisting People with Disabilities*, *Senior Citizen Outreach*, *Elementary Teacher Speakers.*

CIVICS ALIVE: *Who's the Leader?* K-2, *Nonvoter Simulation* 3-5, *The President's Hats* 3-5, *The Perilous Polls* 6-8, *Suffrage Sequence Cards* 6-8, *A Game of Cards* 9-12, *1965 Alabama Literacy Test* 9-12, *We, the Women* 9-12, *Politician or Leader* 9-12

RESPONSIBILITY

Being dependable in carrying out obligations and duties, showing reliability and consistency in words and conduct, being accountable for your own actions and being committed to active involvement in your community

KV lessons that encourage this trait are: *Destination Democracy*, *Issue of the Year*, *Student Representatives, Get out the Vote, Election Judge Trainees, Register your Opinion, Teaching an Elementary Lesson, Youth Summit.*

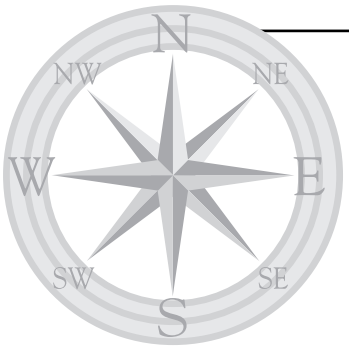
CIVICS ALIVE: *Who's the Leader?* K-2 *Kids Voting Registration* K-2, *The Odd Vote* 3-5, *Counting the Returns* 3-5, *The Perilous Polls* 6-8, *Registration Simulation* 6-8, 9-12, *Supreme Court Voting Rights Cases* 9-12, *The Shadow Knows* 9-12, *Build Your Voter IQ* 9-12

SELF DISCIPLINE

Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol and other harmful substances and behaviors; and doing your best in all situations

KV lessons that encourage this trait are: *Destination Democracy*, *Educational Outreach*, *Voicing Your Opinion*, *Election Judge Trainees*, *Teaching an Elementary Lesson.*

CIVICS ALIVE: *The Wish Tree* K-5, *Pinwheel* 3-5, *The Odd Vote* 3-5, *Voter Apathy Experience* 3-5, *Polling Place Mural* 3-5, *The Perilous Polls* 6-8, *Counting the Returns* 6-8, *Mindwalk* 9-12, *The Shadow Knows* 9-12, *Build Your Voter IQ* 9-12, *An Hour or Two* 9-12



Service Learning

service learning

About Service-Learning

WHAT IS SERVICE-LEARNING?

In recent years, more and more schools and teachers have been expanding upon student service activities with service-learning programs that link student volunteer service activity directly to academic coursework.

According to the National and Community Service Trust Act of 1993, service-learning:

- Is a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities
- Is coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community
- Helps foster civic responsibility
- Is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled
- Provides structured time for students or participants to reflect on the service experience

Service-learning aims to build knowledge, character, and civic skills in young people by combining service to the community with academic learning. By directly linking service to the academic curriculum, service-learning creates a place for service that is integrated into a school's core mission: education. Instead of becoming one more burden on the already busy lives of teachers, families, and students, service-learning strives to make their lives easier by combining academic instruction with civic involvement.

A good service-learning program reinforces specific educational objectives—such as developing students' presentation skills, teaching them how a bill becomes a law, or showing them how to translate a drawing from miniature to life-size—while also engaging students in meaningful and structured volunteering.

Likewise, an after-school or community-based program can be linked to classroom academic instruction when teachers collaborate with the organizations sponsoring the program. Over the last 10 years, community-based organizations that have long sponsored service programs, including the YMCA of the USA, Camp Fire USA, the United Cerebral Palsy Association, and the National 4-H Council, as well as newer organizations including the Points of Light Foundation and the Volunteer Center National Network, Youth Volunteer Corps of America, and America's Promise, have begun working with schools to support service-learning through their community programs. The goal of these partnerships is to provide an experience that enriches the classroom work of students, while also fostering civic responsibility and addressing real community needs.

CIVIC EDUCATION

Service can foster civic responsibility by giving young people responsibility for significant activities, encouraging interaction among people, and having students perform tasks that are important to community well-being. However, not all service and service-learning can be called civic education. In order for service to be an effective strategy for building civic engagement and participation in American democracy, civic and historical knowledge should be a part of the learning or training associated with the service the individuals perform. An effective civic engagement strategy might include three components:

1. Instruction in the fundamentals of democracy, including essential civic documents and history; civic and government processes; and instruction in civic skills, including responsibility, tolerance, public debate, making presentations, information-gathering, and analysis of current events
2. Meaningful community service activities
3. The effective linkage of the above through reflection and analysis While civic education is most commonly a part of social studies or history, it can be incorporated in all service projects and through all curriculum areas. (For more information on civic education, go to www.usafreedomcorps.gov)

BENEFITS OF STUDENT SERVICE AND SERVICE-LEARNING

Although still in the early stages, studies suggests that schools with well-designed service and service-learning programs can provide a number of benefits for students, teachers, schools, after-school programs, and communities. These benefits, which have emerged from existing studies, deserve to be followed up with more rigorous research.

In 2000, the W.K. Kellogg Foundation, a long-time supporter of service-learning, appointed a National Commission on Service-Learning. The Commission, cosponsored by the John Glenn Institute for Public Service and Public Policy and chaired by former U.S. Senator John Glenn, spent a year studying the state of service-learning in the Nation's schools. The Commission consisted of 18 education, government and community leaders. The Commission's findings are included below. The findings took account of

CHARACTER EDUCATION

Character education helps young people to know, care about, and act upon core ethical values such as fairness, honesty, compassion, responsibility, and respect for self and others. While parents and other family members have the primary responsibility for nurturing their children's character, schools, religious institutions, and community-based youth service programs can support and emphasize values through character education. Character education can be provided in a variety of ways, including civics classes that emphasize constitutional principles and the responsibilities of citizenship; school wide projects on ethics and character; student government; and other extracurricular activities. Volunteer service is a frequent feature of character education programs. It helps young people to practice the values of compassion, caring, cooperation, responsibility and citizenship through meaningful service to others in the community.

a study of K-12 school-based programs conducted between 1994 and 1997 to evaluate Learn and Serve America's service-learning programs and also included other program experience. For more details from the Commission's report, go to www.learningindeed.org/slcommission. A summary of the Learn and Serve America report can be found at www.learnandserve.org/research.

The following is a summary of the Commission findings and other studies on potential service-learning effects:

• Increased student engagement

Students who participate in high quality service-learning programs can become more active learners. Service-learning allows students to make the critical connection between the knowledge they are acquiring in the classroom and its use in the real world. Through service-learning, students are taught to think critically, make key decisions, interact with others, and provide service that makes a difference both to themselves and the community. As a result, their school attendance and motivation to learn can increase.

• Improved academic achievement

When teachers explicitly tie service activities to academic standards and learning objectives, students can show gains on measures of academic achievement, including standardized tests. Service-learning that includes environmental activities, for example, can help students apply math skills (e.g., measurement and problem solving) and science skills (e.g. prediction and knowledge of botany), if they are explicitly woven into the experience.

• Improved thinking skills

Service-learning helps students improve their ability to analyze complex tasks, draw inferences from data, solve new problems, and make decisions. The degree to which improvements occur in these "higher order thinking skills" can depend on how well teachers get students to talk about and understand the service activities they are performing.

• Improved character

Service-learning promotes responsibility, trustworthiness, and caring for others. Through service projects, students can learn not to let each other down or to disappoint those being served. Young people who participate in service-learning are the students who acquire an ethic of service, volunteer more frequently, and say they plan to continue to volunteer as they get older.

• Improved social behavior

Young people who are active in service programs are less likely to engage in risky behaviors. For many young people, service-learning provides a venue in which they can be more successful than they have been in more traditional classroom settings. Service and service-learning can also reinforce the kinds of social behaviors that are crucial for success in the workforce.

• Stronger ties to schools, communities, and society

Service-learning can give students a sense of belonging to and responsibility for their communities. For example, through service projects, young people often come to believe that they can make a difference in their schools, communities, and society. Some studies have established a strong connection between this sense of "efficacy" and academic achievement, as well as greater concern for personal health and well-being.

service

• Exposure to new careers

Through service-learning, many students come into contact with adults in careers that would otherwise remain hidden to them. For example, students may meet social workers, scientists, park rangers, government workers, health workers, and others who work in community agencies. By assisting them and seeing how schoolwork relates to what they do, students can acquire higher or more varied career or job aspirations, along with a more realistic understanding of what is necessary to attain them.

• Positive school environments

Where service-learning is practiced school-wide, program experience shows that teachers can feel reinvigorated, dialogue on teaching and learning can be stimulated, and the school climate can improve. In fact, many teachers become advocates for incorporating more service into the curriculum. Service programs have also been associated with reduced negative student behaviors and disciplinary referrals, as well as dropout rates.

• Stronger community groups

When young people form early connections with community groups through service activities, the groups themselves are often the beneficiaries. Young people can infuse a charity or civic group with energy and inspiration; become members of the volunteer force, staff, or board; help build awareness of the group's mission throughout the community; and help an organization garner positive press and media attention.

• Increased community support for schools

Community members who work with the young people engaged in service activities frequently say they come to view youth differently, seeing them as assets who contribute to the community in positive ways. Public support for schools can grow as a result of student involvement in community activities.

The benefits described here do not come about without careful attention to the design and implementation of service and service-learning projects. In particular, teachers, principals, and community group leaders must tie the service to particular educational goals and learning standards; facilitate discussion of and reflection on the service and civic principles involved; and give students real choices in the planning, implementation, and assessment of the projects.

LEARN AND SERVE AMERICA

Learn and Serve America is a program of the federal Corporation for National and Community Service. Established in 1993, Learn and Serve America's goal is to provide young people with opportunities to serve America through service-learning. The program supports the creation or expansion of service and service-learning programs in schools, community-based organizations, and higher education. It also works to enhance the quality of those programs and link practitioners in the field to resources to help improve their practice.

Learn and Serve America provides training and technical assistance to its grantees and the public through the National Service-Learning Clearinghouse and the National Service-Learning Training and Technical Assistance Program. It supports studies of service-learning and works with other educational organizations to increase awareness of the value of service-learning and demonstrate how it complements other educational reform efforts. Its network of grantees at the state and local levels are linked together so they can share ideas and curricula and provide feedback and solutions to issues they face in their programs. Its web site can be found at www.learnandserve.org.

Ten Steps for Bringing Service to Your Classroom

The following steps will help you create an effective service project or service-learning program. While all these steps are useful to consider, you may not need to perform them all, or follow them in the order presented here. The planning and implementation of service and service-learning programs are dynamic processes, and projects vary greatly. Read through all the steps before undertaking your project, and remember to include participating youth in as many phases as possible.

Step 1: Assess the Needs and Resources of Your Community and School

In selecting a project, consult with community members, civic groups, businesses, government officials, school personnel, and students to determine both the needs of your community and the available resources, including partnership opportunities. Find out who else is doing (or has done) something similar.

Step 2: Form Community Partnerships

Most successful service projects require forming partnerships. You can build on existing relationships and connections, or you can develop new ones with potential partners identified in Step 1. Be realistic about your resources, needs, and limitations, and make sure that your goals are of mutual interest to all of your partners. Also be concrete about the roles and responsibilities of each partner organization.

Step 3: Set Specific Educational Goals and Curriculum

Determine what you expect the young people to learn. Even service and service-learning projects organized by community-based organizations or after-school programs should set specific educational goals. Establish what content objectives or standards will be addressed, and incorporate your service and learning objectives into lesson plans. Devise ways to measure and assess whether those goals are being met, including reflection and assessment activities. When evaluating student performance, assess their effort and mastery of the subject. Service outcomes may not be what you expect.

Step 4: Select a Project and Begin Preliminary Planning

Pick a project and determine how all partners can work together to achieve the desired goals. Try to determine your human, financial, physical, and intellectual needs and whether you need additional partners to provide the required resources. Be sure to identify people in your school or organization who can coordinate the project and maintain continuity from year to year.

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Step 5: Plan Your Project in Detail

Set up a timeline, create a budget, and assign tasks. Think about how to include your partners in this process. As with any project, thorough planning, including the creation of schedules, benchmarks, budgets, evaluation and assessment tools, and documentation, can identify and correct many potential problems.

Step 6: Acquire Necessary Funding and Resources

If additional funds, goods, or services are needed, consider seeking assistance from local businesses, national corporations, parents, faith-based organizations, government programs (e.g., AmeriCorps, Senior Corps, Learn and Serve America, your State Education Agency), civic groups, and other community organizations or sources of federal, state, and local funds.

Step 7: Implement and Manage Project

Put your plan into action. Continually assess your project to determine what is working and what could be improved. Involve project partners in evaluating and improving your project.

Step 8: Organize Reflection Activities

Make sure students are thinking about their service experience on a regular basis (e.g., through journals or classroom assignments) and organize activities that allow students to analyze their service and see how their ideas, knowledge and perceptions are changing. Use such reflections to help assess and improve the project. You may want to use the on-line or printable Record of Service found at www.usafreedomcorps.gov.

Step 9: Assess and Evaluate Your Service Program

Ensure that your evaluation assesses the outcomes of the service project for the youth, the community, and the organizations involved. Documentation and evaluation of the project will create a legacy for the individuals and the organizations who participated in and benefited from your service activities. It will also point the way to the next project for your classroom, and may foster activities in other classrooms.

Step 10: Celebrate Achievements

Everyone likes to be recognized for a job well done. Recognition of students can help build habits of service and lead to a lifetime of community involvement. Don't forget to recognize key community partners as well. Recognition may include: displays in school or online, celebratory events such as ribbon cuttings or groundbreakings, visits by local officials, and participation in national recognition programs, some of which are listed in the Tools and Resources section of this guide.

EXAMPLES OF SERVICE-LEARNING IN ACTION

Service-learning programs can take many forms. They may take place during the school day, after school, on weekends, and/or during the summer. They may involve a single class or youth group, several classes, the whole school, or an entire school district. In Ohio, service-learning is organized on a statewide level.

What most of these programs have in common is that they began with one good idea and grew to become complex projects involving many people. The following are some examples of school-based and community-based programs that demonstrate the diversity of service-learning programs and projects. The web site www.service-learning.org offers additional examples of service-learning.

SERVICE-LEARNING IN ONE CLASS

Sixth grade students in one classroom began a program designed to teach active citizenship and participatory skills by polling classmates, family, and neighbors about problems in their community that could be corrected with public policy. The group decided to improve a two-lane road shared by cars, trucks, walkers, skaters, and bikers.

Students measured the road, conducted traffic surveys, questioned drivers and pedestrians, and photographed problem areas. Finally, they proposed a pedestrian bridge and path. They designed a path with a highway engineer, prepared testimony and documentation, and appeared before a meeting of county commissioners to present their plan and request materials and equipment. The students pledged to raise the necessary $4,500. The county commissioners voted unanimously to authorize the construction of a gravel path.

Not satisfied with gravel, the students approached a construction company that agreed to donate and install asphalt. Construction was completed with the help of the Conservation Corps, and the path was dedicated in less than a year from its conception on November 1, 2001.

SERVICE-LEARNING ORGANIZED BY COMMUNITY ORGANIZATIONS IN AFTER-SCHOOL HOURS

Middle school students working with their local YMCA shop for and deliver groceries to homebound seniors twice a month through a program called the Grocery Connection. The project builds consistent relationships between seniors and young people. Youth in the program examine issues related to health and nutrition, as well as the economics and processes of agriculture and food production. The program expanded to include a partnership with a local school in which teachers incorporate service-learning activities that focus on food and nutrition into a variety of subjects, including geography.

WHOLE SCHOOL OR DISTRICT-WIDE SERVICE-LEARNING

One school district has been honored for its efforts to link service, character development, and civic education across all schools and grade levels. Every teacher in the district involves students in service and service-learning.

Many of the district's schools have been given special recognition, including one program featured below. Other programs in the district involve first graders in an ongoing reciprocal relationship with a local senior center that involves tutoring and reading, and fourth graders in adopting and preserving local wetlands as a part of a yearlong science curriculum.

At one district high school, service-learning and civics education are strongly interconnected. For example, every freshman takes an integrated civics-English course that engages students in actively exploring the question: "What are the rights and responsibilities of a citizen in a just society?" The English and civics components meet on alternating days in an extended block over an entire year. In English, the themes discussed in civics are explored through literature. For the first half of the year, civics students study the structure of and rationale behind our democratic system of government. During the second half, they study the conditions that gave rise to dictatorship in Germany and, eventually, the Holocaust. The juxtaposition of these themes allows students to weigh the benefits of our system of government, recognizing the value of individual freedom and limited government. At the same time, students recognize that these values are never guaranteed, that a just society can "easily be lost, but never fully won." Democracy, the students learn, is an ongoing struggle, kept alive and vital by an active and informed citizenry that recognizes the rights of others and is empowered to effect change.

For the service component of the course, every ninth grade student develops his own community service-learning project. In the fall, while studying national, state, and local government, students identify various community needs and consider the extent to which these levels of government effectively address these needs. Students are encouraged to focus on one need that matters to them. In the winter, they design a project that will address this need. In the spring, they carry out their project.

The projects that the students develop are varied, but they all have connections to their course work. Students who developed an arts awareness dance performance for elementary students partnered with elementary principals and teachers as well as the local Arts Alliance. Others planted flowers and cleaned up around an elementary school, partnering with the building principal and grounds keeper. Students who organized a canned-food drive joined forces with both the local food pantry and a supermarket, where they held the drive. The teacher keeps track of these relationships so that the following years' classes can use and build upon the networks that have been created.

STATEWIDE SERVICE-LEARNING

While every state has many service-learning programs, and most states have strong statewide networks of service-learning schools, teachers, and students, only one state has developed a project designed to link together the entire state in a common goal—the Ohio Bicentennial Service-Learning Schools Project. In 2003, Ohio will be celebrating its bicentennial, and the Ohio Bicentennial Service-Learning Schools Project will offer Ohio students the opportunity to participate actively in the creation of a bicentennial legacy. The Project expects to enlist one middle and/or high school in each of Ohio's 88 counties, designating them "Ohio Bicentennial Service-Learning Schools."

The project engages students in three service-learning activities tied to the school's current course materials and objectives:

PRESERVING THE PAST: Students will perform research and interviews to arrive at a characterization of their county and community. Each school's work will be collected into a historical account of Ohio written by its school children, which will be presented to the Ohio State Legislature.

ENRICHING THE PRESENT: Students will partner with others to conduct a countywide needs assessment to explore and identify a local need. Then project partners will design and implement a project to address the targeted issue.

SHAPING THE FUTURE: Students will create a service-learning project designed to enhance their county's future.

Service-Learning

HOW DOES IT DIFFER FROM SERVICE PROJECTS?

The major difference between the two is that service-learning clearly links classroom studies to problems and needs in the community. Students can be involved in a wide array of community service activities and programs through schools or other organizations, but such activities are not often directly linked to their studies.

Young people taking the lead in responding to genuine needs in the school or community and a framework of school-community partnership are identified as key components in an issue paper from the Education Commission of the States.[1]

The National Service-Learning Clearinghouse (www.service-learning.org) reports in its K-12 Starter Kit for service-learning that even though there are varying interpretations of service-learning and its goals or contexts, there is general agreement that "service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service."

The National Commission on Service Learning has said that service-learning:

- Is linked to academic content and standards
- Involves young people in helping to determine and meet real, defined community needs
- Is reciprocal in nature—benefiting both the community and the service providers by combining a service experience with a learning experience
- Can be used in any subject area so long as it is appropriate to a learning goal
- Works at all ages, even among young children

The Corporation for National & Community Service, the federal agency that provides Learn & Serve grants to schools and communities, adds that service-learning **provides structured time for students to reflect on their experiences and fosters civic responsibility.**

The National Commission on Service Learning has noted that service-learning is also distinguished by **what it is not**. For example, it is not an episodic service activity, an add-on to an existing curriculum, service hours required for graduation, service required as a form of punishment, nor is it a classroom field trip to city hall or the legislature.

SERVICE EXPERIENCES IN NORTH CAROLINA

The North Carolina Civic Index study in 2003 by the Civic Education Consortium (www.civics.org) found that service experiences for young people were often missing key elements, such as reflecting on experiences in class, connecting experiences to civics studies, and impacting meaningful needs in the community. Young Tarheels in focus groups tend to report that service activities are "busy work" or "free labor" rather than a chance to have an impact on what they perceive as relevant problems. They also report that service experiences are rarely connected to politics, government or public policies, and how citizens affect those. Students also noted that the term "community service" may generate a negative image—it is seen by many as service required as punishment, not as voluntary or class-sponsored service.

Regardless of whether you school promotes service opportunities, service-learning, or both, following the points below will help make any service experience more meaningful:

- Make sure service opportunities are provided to all types of students, not just those in advanced or college-track classes. Conversely, service and service-learning would not be primarily applied as punishment for bad behavior.
- Promote service opportunities that involve students in meaningful experiences rather than busy work.
- Whenever possible give students a voice in selecting and designing their service experiences, but provide incentives to steer them toward more meaningful experiences.
- Keep an inventory of potential service opportunities and make it easily available to faculty and students—you might use a community volunteer or retired educator to lead this task in partnership with students and/or a local agency (such as Parks and Recreation) or nonprofit might already compile a roster of such opportunities.
- Publicly recognize teachers and students who represent outstanding service to the school and the community.
- Make sure school policies are consistent with and do not discourage service participation.
- Provide funds for faculty and/or students to get training and development in service-related topics, such as leadership, problem-solving and service-learning.

BENEFITS OF SERVICE & SERVICE-LEARNING

Both community service and service-learning can be rewarding for students and the school, but they differ in their impact on young people and their learning. A long history of research shows that quality service-learning has the greatest payoff in terms of both enriching studies and having a longer-term impact on student skills, civic attitudes and civic participation.[2]

Gene R. Carter, executive director of the Association for Supervision and Curriculum Development (ASCD), spoke passionately about the benefits of service-learning at the Oklahoma State Department of Education's 2003 Leadership Conference by encouraging attendees to imagine an instructional strategy that produces these results:

- Provides moderate to strong gains in student achievement and decreases in dropout rates
- Students who experience it come to class more often, complete more classroom tasks, and take a more active role in class discussions
- Increases students' ability to relate to culturally diverse groups and willingness to help others and act responsibly
- Students are more likely to participate in political activity as an adult and gain the skills, values and understanding necessary for committed, informed and responsible citizenship
- Builds a stronger sense of community within schools and stronger connections between schools and surrounding communities.

DOES SERVICE-LEARNING WORK?

Research: Service-learning impacts on students, schools & communities

RMC Research Corporation produced a compilation of evidence from 1990-1999 on the impact of service-learning on students, schools and communities (Billing, 2000). The research is arranged by impacts on students' personal and social development, youth civic responsibility and citizenship, academic learning, and career exploration and aspirations. The results include the following:

- Service-learning helps students acquire academic skills and knowledge.
- Students are more engaged in their studies and more motivated to learn.
- Student attendance improves.
- Students become more knowledgeable and realistic about their careers.
- Teachers and students have greater respect for each other.
- School climate improves.
- Service-learning leads to discussions of teaching and learning and best ways for students to learn.
- Students are less likely to engage in risky behaviors.
- Service-learning has a positive effect on students' interpersonal development and the ability to relate to culturally diverse groups
- Service-learning provides an avenue for students to become active, positive contributors to society.
- Service-learning leads to more positive perceptions of school and youth by community members.

Reprinted with permission from "Service-learning: An Administrator's Tool for Improving Schools & Connecting with the Community," ECS Issue Paper, Education Commission of the States, May 2000, Denver, CO Research source: Billig, Shelley (2000). *Service-Learning Impacts on Youth, Schools and Communities: Research on K-12 School-Based Service-Learning, 1990-1999*. Denver, CO: RMC Research Corporation.

A more recent research summary, "Why Districts, Schools, and Classrooms Should Practice Service-Learning," compiled by RMC Research Corporation in January 2003 can be found at www.service-learning.org/article/archive145. The summary notes that service-learning is a value-added approach because it helps various stakeholders, not just students, and has multiple benefits for each participant, such as:

- Service-learning leads to student engagement and incorporates research on effective instruction.
- Service-learning can help students improve academically.
- Service-learning helps students improve higher order thinking skills.
- Service-learning fosters the development of important personal and social skills for young people.
- Service-learning helps young people develop stronger ties to their schools, communities, and society.
- Service-learning promotes exploration of various career pathways.
- Service-learning is associated with positive school environments.
- Service-learning is associated with more community support for schools.

The National Commission on Service-Learning, funded by W. K. Kellogg Foundation, found similar benefits in its study of school-based service-learning from 1994 to 1997. This report also included an evaluation of Learn & Serve's grantees. The full report can be found at: www.learningindeed.org/slcommission, while the Learn & Serve evaluation is found at: www.learnandserve.org/research.

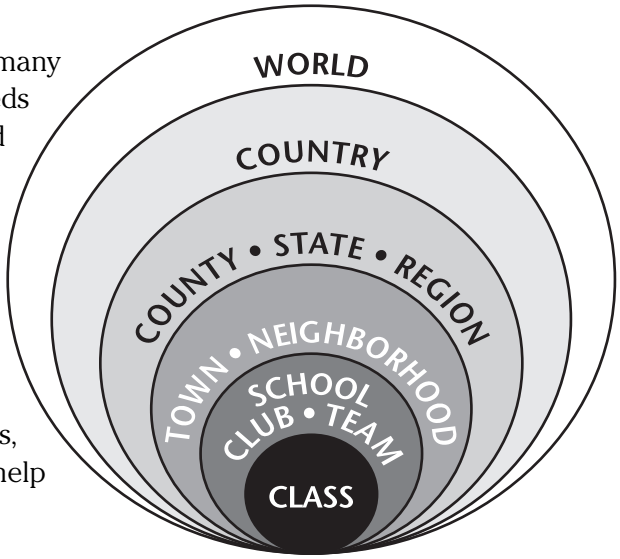
It is important to note that such benefits "do not come about without careful attention to the design and implementation of service and service-learning projects,"

according to the Corporation for National & Community Service.[3] Service experiences must reflect best practices in service-learning to yield the depth and breadth of benefits described above.

PLANNING QUALITY SERVICE-LEARNING

The National Service-Learning Clearinghouse features excellent resources on its website to help schools and teachers get started through its K-12 Starter Kit (www.servicelearning.org/article/archive/336/), including a toolbox with work pages, checklists and guidelines for teachers to integrate service-learning at all levels of the curriculum. When planning a service-learning activity, keep these important steps in mind:

A. Define the Community to Be Served: While many service-learning programs are focused on local needs (class, school or community), they also could address much larger communities. For example, students could partner with Hispanic community members to collect and package infant care items for low-income mothers in their homelands. Or, they could interview immigrants to learn about government and cultural traditions in those nations and then teach what they have learned to younger students through photos, artwork, stories, poems and plays. At right is a simple diagram to help schools guide the community selection process.



B. Assess Your Selected Community: Finding a meaningful project that fits well with the students' coursework will likely require some exploration by students, with guidance from the teacher. If the community is local, students may actually want to tour the selected area and talk with residents. If not, they will need access to the library, news media and websites to conduct similar research. Students might even want to develop a profile of the community that includes a list of potential problems or needs to be met.

C. Explore & Select a Problem: If students have not already compiled a list of potential problems to address, they should brainstorm possibilities based on their research. Some special resources to help with both identifying needs and providing background research are local government officials, business leaders, chambers of commerce, community organizations (nonprofits), librarians, historians, international clubs, legislators, judges, lawyers...and don't forget school leaders and faculty/staff if students are working on a school problem. You might want to narrow the list of potential service projects through a quick voting process and then have students research the remaining options through interviews, a news media search, library and other resources.

The teacher should also work with students on other important considerations in the selection process, such as potential support or resistance to the project, logistical/budget issues, potential partners in the community, and relevance to coursework. Once research is presented, the teacher can work with the students to select the targeted problem. The form on the following page provides guidance for the identifying and selecting the need to be addressed by the service project.

Needs and Resources

To select a project, begin by identifying communities to serve. Use this table to help you think about the needs and resources of communities you know.

As a team, identify two to three communities in which you might choose to complete a service-learning project. Brainstorm needs that you see in each community, resources that might help reduce the needs, and service-project ideas your team could complete.

Community Examples: your class, school, local youth club, neighborhood, town, county, state	**Needs** Examples: students could be helped by peer tutors, a youth club needs additional athletic equipment, a senior center has few visitors	**Resources** People, money, tools, talents. Examples: students are willing to help younger students, parent works for sporting goods store, school is in walking distance of senior center	**Project Ideas** Examples: create peer tutoring service, organize fund-raiser for youth center with advocacy for healthy activities, organize visits to senior center with goal to obtain direct accounts of local historical events

Does your team need to do more research on needs and resources? Where can you go for information? Try asking school staff and parents or using libraries, newspapers, town government, the Internet...

D. Integrate with the Curriculum: The Service-Learning Toolbox developed by Elke Geiger from the Northwest Regional Educational Laboratory (www.nwrel.org/ruraled/learnserve/resources/SL_Toolbox.pdf) includes excellent guidelines for integrating and aligning the project with your curriculum's goals and objectives. The diagram below is one of the tools provided to help the teacher (and possibly students as well) evaluate the potential effectiveness of a proposed project idea.

Aiming for a project that provides both high potential for learning and high potential for service is ideal.

Once the project is selected, the teacher should review the learning objectives and competencies for the course to determine which ones are most related to the service experience. It helps to start with the specific goals for the service project and then list what the students will gain in terms of knowledge (content), understanding (large concepts) and be able to do (skills) as a result of being involved in the project. A worksheet for this process is provided on the following page.

When reviewing curriculum competencies, it helps us to focus on more active competencies, such as analyzing a complex problem, participating effectively in teams or making public presentations.[4]

An excellent resource for sample lesson plans, syllabi, and curricula links for a wide array of school subject areas can be found at: www.service-learning.org/article/archive41/. Several organizations offer excellent service-learning curriculum packages directly linked to civic learning, including:

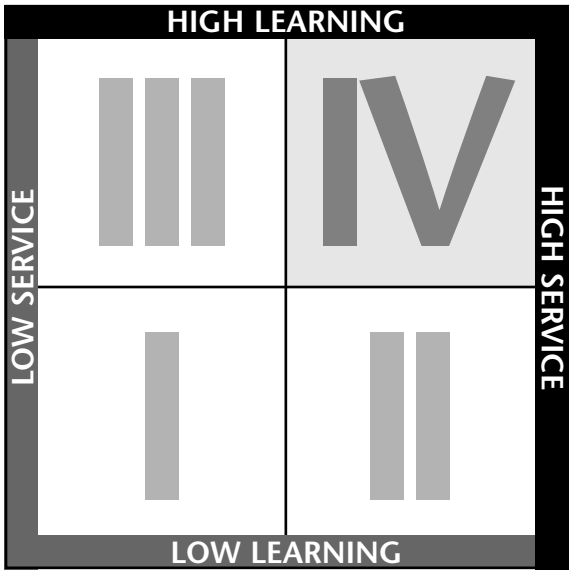
- **The Constitutional Rights Foundation** has an array of service-learning Curricular Materials related to civic education, history, political science and law and justice, such as Active Citizen Today (http://crf-usa.org/marketing/catalog/html#act) for grades 5-12 and Take Charge: A Youth Guide to Community Change (http://crf-usa.org/marketing/catalog.html#skate) for grades 8-12.

Goals and Objectives

Tying project goals to specific outcomes of the project is one of the most important steps of the planning process. Whether you start with a service idea and seek learning objectives to match, or vice versa, it is useful to clearly develop goals for both. *Again, it is paramount to involve students in this process to give them ownership of the project.*

First, define where the project falls on the service-learning map. Consider the levels of both service and learning outcomes of the project. Some projects may have high levels of one continuum but do not have much of the other. For example, students may be studying a local watershed (high learning), but they do not assist in its needed restoration (low service); such a project falls into quadrant III. Likewise, some projects may have high levels of service but do not consider an academic component (quadrant II).

Aim for the top right quadrant, IV, which will provide participants with a good balance of learning and service.



Reprinted from "Service-Learning Toolbox: Workpages and Checklists to Help You Get Started and Keep You Going," by Elke Geiger, Northwest Regional Education Laboratory, Portland, OR

Service-Learning Curriculum Integration Worksheet

Project Benefits	Expected Learning Outcomes	Course Objectives Met	Student Competencies Met
What are potential benefits to students?	As a result, students are expected to know (content): As a result, students are expected to understand (concepts): As a result, students are expected to be able to (skills):	Based on learning outcomes for project, the following course objectives will be met:	Based on learning outcomes for project, the following student competencies will be achieved:
What are potential benefits to school/ community partner(s)?	As a result, students are expected to know (content): As a result, students are expected to understand (concepts): As a result, students are expected to be able to (skills):	Based on learning outcomes for project, the following course objectives will be met:	Based on learning outcomes for project, the following student competencies will be achieved:

Developed by N.C. Civic Education Consortium, School of Government, UNC-Chapel Hill, based on prior work by Elke Geiger, Northwest Regional Educational Laboratory

- **Street Law** has a new youth act kit that uses a service-learning approach to influence public policy. You can order the kit at http://www.youthact.org/powertoact.html
- **Kids Voting USA—**The Civics Alive! Curriculum provided through Kids Voting has suggested service-learning component for high school classes. See http://www.kidsvotingusa.org for more information or contact your local kids voting program, if there is one in your area.
- **Center for Civic Education** offers Exercises in Participation, a series of interdisciplinary curricular programs for upper elementary and middle school students. These have many elements of service learning and would be easy to revise to include student service related to the focus of study. See http://www.civiced.org/catalog_exercises.html.

E. Develop Assessment/Evaluation Processes: The planning stage is a good point to decide how to best evaluate student success in obtaining targeted knowledge and competencies. Most service-learning experts recommend using an array of methods for students to demonstrate their abilities. Recommended options for tracking student progress include the following:

- Student journals kept throughout the entire experience
- Team or individual presentations
- Essays or poems
- Products developed as a direct result of the service project
- Research papers on relevant background information
- Student self-evaluations and/or team evaluations
- Evaluation of student abilities by service partners.

More information on evaluation and assessment is in the next section.

F. Secure Additional Funding: Supplementary funding can significantly enrich the quality and scope of service-learning programs. The National Service-Learning Clearinghouse has a searchable database of links to funding sources, which can be found at: www.servicelearning.org/article/archive/42/. The website also has an excellent guide to fundraising, "Funding Your Service-Learning Program" by Shelley Billig at RMC Research Corporation, which you can find at: www.service learning.org/filemanager/download/141/. This guide includes tips on writing successful service-learning proposals, provides an overview of the grant-making process and also provides tips on forming partnerships with local businesses.

The Corporation for National & Community Service provides the largest pot of funds for K-12 service-learning. The North Carolina Learn & Serve grants are administered by the Department of Public Instruction. For more information see www.ncpublicschools.org/service_learn/ or call 919-807-3872.

The North Carolina Civic Education Consortium has a small grants program each year that can be used for service-learning programs in schools or in communities that help young people learn about and be involved in public issues and civic affairs. See www.civics.org for information on the small grants program or call 919-962-8389.

G. Prepare Timeline & Logistics: This includes such steps as:

- Developing a budget
- Meeting transportation needs
- Enlisting community partners
- Defining all participant roles
- Addressing liability issues with school administrator
- Securing media coverage or publicity
- Obtaining parental consent forms, if needed
- Contracting and confirming speakers or trainers
- Providing off-campus supervision, if needed
- Developing a detailed timeline for all activities.

The following chart shows the various roles that students, teachers, community partners and volunteers can assume in service-learning.

PARTICIPANT	MULTIPLE ROLES
Student	• planners • risk takers • collaborators • independent workers • valuable contributors
Teacher	• facilitator • community resource expert • public relations director • architect of safety • leader • mentor
Community Partner	• teacher • leader • supervisor • information source • mentor
Volunteer	• facilitator • extra support • information source • mentor

Reprinted from "Service-Learning Toolbox: Workpages and Checklists to Help You Get Started and Keep You Going," Elke Geiger, Northwest Regional Education Laboratory, Portland, OR

SERVICE-LEARNING IN PROCESS

A. Create Student Roles: Students can take on several specific roles, depending on the project and size of student teams or class. The worksheet on the following page provides information on various roles.

B. Examine Policy: One of the steps often overlooked in service-learning is the chance to connect service activities to learning about public policy and how citizens can impact these. This is one reason why service-learning has sometimes had little impact on voting and other political engagement, even though its other positive impacts have been well documented.[5]

The Constitutional Rights Foundation and Street Law build this step into their service-learning curricular materials. Once students have selected a problem or need to address, they do research on what is already being done to address the problem by various government agencies or nonprofit groups, evaluate current policies, and take part in a policy-making simulation around the issue.

Team Roles

With many service projects, people work together in teams. Team roles can improve the way teams work together.

Each person in the team should choose a team role. More than one person in a group can share a role. Here are some suggested team roles and their responsibilities. Your team may decide to rotate roles from time to time.

Leader Keeps team motivated Assigns what needs to get done Makes sure job duties are understood	**Timekeeper** Keeps track of time during meetings Makes sure there is time to reflect Keeps track of project deadlines
Recorder Summarizes team meetings Creates meeting agenda Keeps a team project log	**Balancer** Makes sure all members are participating Makes sure jobs are evenly distributed Takes the lead in resolving team conflicts
Reporter/Public Relations Gets other people interested in the project Creates advertising for project Updates new/absent members on project	**Reflecter** Leads reflection sessions Asks questions of the team Leads team evaluation of the project

1. How do you think team roles could help your service team? Be specific.

2. Which team role would you enjoy? Why?

C. Promote Student Reflection: Student reflection on their service experiences is one of the most crucial aspects of service-learning because it is critical to meeting student learning goals. It allows students to look back on, think critically about and learn from their experiences. It can include acknowledging and/or sharing reactions, feelings, observations and ideas related to the activity. Reflection has a wide range of benefits. It can give meaning to the experience, establish clear expectations, improve student attitudes toward service, allows students to relieve frustrations over negative experiences, and renew energy and commitment. Students can reflect in many ways and can use a wide angle, microscope, or mirror lens. The following diagram shows the three lenses and options for reflection.

Ways to Reflect

There are many ways to reflect. The reflection portion of this journal will help you practice some of them.

How do I reflect?

There are many ways to focus your reflection. In this guide we suggest three.

Wide Angle: When you reflect in the wide-angle mode, think about the big picture of your experience. For example, if you are working at a soup kitchen for your project, you might reflect on the issue of hunger and why there isn't enough food for everyone.

Microscope: When you reflect in the microscope mode, think about the details of your experience. For example, if you are working at a soup kitchen for your project, you might reflect on how you can work with other people to collect and donate the food.

Mirror: When you reflect in the mirror mode, think about your own actions and beliefs. For example, if you are working at a soup kitchen for your project, you might reflect on how you would feel if you were hungry and needed help.

What can I do to reflect?

There are four basic reflection categories. They are:

Writing: essays, journals, guides for future volunteers, advertisements, articles, songs

Speaking: in small groups, in large groups, one-on-one, oral reports

Activities: role-play, teach others, create a puppet show, hold a celebration party

Drama and Art: photo essays, paintings, drawings, collages, dances

The National Service-Learning Clearinghouse provides an outstanding reflection toolkit developed by the Northwest Service Academy in Oregon (www.studentsinservicetoamerica.org/tools_resources/docs/nwtoolkit.pdf). This toolkit uses a framework of What? (reporting what happened objectively), So What? (exploring what the student learned and what difference the experience made), Now What? (predicting how the experience will impact the student in the future). The toolkit provides an array of options for reflection, including some that require less than one minute to complete. It also provides an overview of student journaling, which is one of the most highly recommended reflection strategies. The most important point about journals is that students should be encouraged to write whatever comes to mind without worrying about grammar, punctuation or spelling.

Tips for successful reflection:

- Reflection activities should be appropriate for the age, learning styles, and culture of the students.
- Reflection time should be provided before, during, and immediately after the service experience.
- Reflection should be directly connected to student learning goals.
- Reflection should address negative experiences, stereotypes, community diversity, etc.
- Reflection should seek a balance between meeting students' needs and keeping the process focused on project and learning goals.
- Allow time for silence for internal reflection—some students require this to reflect effectively on their experiences.
- Encourage all students to participate in reflection without being overly forceful.

D. Evaluate Success: Evaluation of service-learning experiences can include several components: student learning related to curricular goals and competencies, student service from the perspective of the community partners (perceptions of student willingness to serve and how well their service met expectations) and student experience (attitudes about the project and its impact on them).

The National Service-Learning Clearinghouse provides links to several highly recommended and user-friendly resources for evaluation, including:

- **Educator's Guide to Service-Learning Program Evaluation—**From RMC Research Corporation, this booklet can be downloaded at http://www.servicelearning.org/filemanager/download/37/. It helps schools determine whether or not a full formal evaluation is necessary in lieu of less complicated evaluation processes. It then walks educators through several steps in developing an appropriate evaluation process, including which measurement methods to use and where to collect information. The booklet includes several helpful worksheets for key steps.
- **CART: Compendium of Assessment and Research Tool—**Another product of RMC Research Corporation, this is a searchable database of various instruments that measure attributes associated with youth/student development programs. It includes descriptions of research instruments, tools, rubrics and guides. Users can search in the three main categories of design & implementation (program duration, quality and intensity), context (school-based or community-based) and student outcomes (personal, social, community, etc.). CART can be found at: http://cart.rmcdenver.com/
- **The Service-Learning Quality Review—**This third product from RMC Research Corporation is an interactive, web-based self-assessment tool that specifically measures the quality of service-learning programs in K-12 schools. It can be found at: http://www.servicelearning.org/article/archive/42/

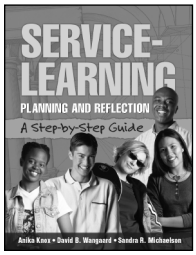
The American Psychological association has published a book, *The Measure of Service-Learning*, which is full of information on various measures.

E. Celebrate and Recognize: It is important to recognize students who successfully complete service activities—such efforts send the message that the teacher and school value their participation, which boosts students' self-esteem. Recognition can be as informal as a thank you or a granola bar or as formal as a certificate or an article in the newspaper. Other options include a celebratory event, which does not have to be elaborate or costly, but should include the community partners and any funders. Students can actually design the event.

Another important way to recognize outstanding participants is to nominate them for awards and scholarships. Local civic clubs, such as Rotary and Civitan, often have such awards for young volunteers. You can find a list of national and state recognition programs at: http://www.service learning.org/article/archive/42/.

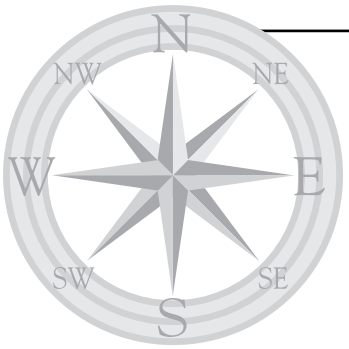
F. Community Partnerships: Quality service-learning relies on community partnerships for the provision of service opportunities and fosters stronger student-community partnerships as students become more involved in the community and connect with more people and organizations. One of the best resources on developing effective community partnerships for service-learning is an ECS issue paper by Susan A. Abravanel, "Building Community Through Service-Learning: The Role of the Community Partner." It discusses the challenges of successful collaboration from both the school and the community partner's perspectives. You can find this issue paper at: http://www.ecs.org/ clearinghouse/44/03/4403.pdf.

1. "Service-Learning: An Administrator's Tool for Improving Schools & Connecting with the Community," ECS Issue Paper, Education Commission of the States, May 2000. Denver, CO
2. *The Civic Mission of Schools*, Carnegie Corporation of New York and CIRCLE (Center for Information & Research on Civic Learning and Engagement), February 2003. New York, NY
3. *Students in Service to America: A Guidebook for Engaging America's Students in a Lifelong Habit of Service*, Corporation for National & Community Service, 2002. Washington, DC
4. "Teachers at All Levels Integrating Service into the curriculum," Robert J. Exley, Western Community College, Council Bluffs, IA
5. *The Civic Mission of Schools*, Carnegie Corporation of New York and CIRCLE (Center for Information and Research of Civic Learning and Engagement), February 2003. New York, NY



This section includes excerpts from *Service-Learning Planning and Reflection: A Step-by-Step Guide* by David Wangaard.

Special thanks to Character Development Group
for allowing us to use portions of their publications.
www.CharacterEducation.com



Student Voice

student voice

Student Voice

WHAT IS STUDENT VOICE?

Educators will readily think of student councils and school newspapers as appropriate options for student voice in schools. These are commonly practiced vehicles for providing voice and have tremendous impact when well organized and well supported. Schools also offer many other avenues for student voice—student surveys, student seats on school committees, principal-student meetings, special task forces, political clubs, web discussion groups (including school-supported "blogs"), email votes, student forums, service opportunities to address school problems, and many other opportunities that seem to be constantly evolving.

NOTE: This section of the guide was developed through the hard work of several individuals and organizations: Debra Henzey (chair), N.C. Civic Education Consortium, School of Government, UNC-Chapel Hill; Henry Foust, Student Council Advisor (Chatham County) and North Carolina Association of Student Councils; Kathy Harrelson, Leadership Connections, Greensboro; Martha Lowrance, N.C. Youth Advocacy & Involvement Office, N.C. Department of Administration, Raleigh; Greg Maggiano, El Pueblo, Raleigh; Sterling Jones, Member, Raleigh Youth Council, Word of God; Rachel Moss, Student Council, South Granville High, N.C. Association of Student Councils; Danny Stuhlmiller, Eastern Alamance High Student Council (now graduated), N.C. Association of Student Councils; Colby Cochran, N.C. Association of Student Councils; and Sandy Cook, Newspapers in Education.

WHAT RESEARCH SAYS ABOUT WHAT WORKS

A long history of research shows that certain opportunities and experiences in school have a positive impact on students' civic participation skills, knowledge of civic affairs and character development. This research impact is captured in *The Civic Mission of Schools* report, released in February 2003 by Carnegie Corporation of New York and CIRCLE at the University of Maryland. This report, which can be found at www.civicmissionofschools.org, summarized civic education research across the nation to identify best or promising practices in this field. Three of its six recommended practices specifically relate to student government or student voice:

- **Co-Curricular & Extra-Curricular Experiences:** Several long-term studies show that those Americans who participated in organizations and activities in high school continue to be more civicly engaged than those who were not. Studies have shown such a strong correlation that membership in school groups appears to reinforce important participatory tendencies. This means that it is critical for schools to support extra-curricular programs, especially those that foster civic engagement knowledge, behaviors, skills and attitudes. It is also important for schools to encourage students to be involved in such programs and to value this participation as an important part of the school experience. Examples of school programs that tend to have the *most positive impact* include student councils, journalism and service clubs.

  A 2003 study of *North Carolina youth* (ages 13-17) by the Civic Education Consortium at UNC-Chapel Hill found that more than 75% of respondents reported being involved in school clubs, but these may involve limited leadership or service opportunities since just 26% of respondents reported working in their communities to solve local problems. The North Carolina Civic Index results can be found at www.civics.org.

- **Student Voice:** Research, including some dating back nearly 100 years, shows a link between students having a voice on school/classroom issues and civic knowledge, skills and attitudes. For instance, a recent study by the International Association for the Evaluation of Education, showed that 14-year-olds who believe they can make a difference in the way their school is run and who believe that their student council has an impact on school policies have stronger civic knowledge and are more interested in current events. Opportunities to discuss school issues, to be heard respectfully, and to work with others to solve school problems appears also to enhance civic skills, such as public speaking and leadership.

  Providing such opportunities through student councils and other activities in schools does not mean that schools must or should turn major decisions over to students, but it does mean that schools should provide authentic options for students to impact appropriate decisions and to solve specific problems, in partnership with the administration, faculty and others. It also means that schools should provide safe and structured avenues for students to voice concerns about school and community issues.

  The Project 540° experience (see Resource Section) in 21 North Carolina schools in 2002-03 showed that young people are eager to have a real impact on school and community issues, if given the support and tools to do so. Project 540° aimed to involve large numbers of students, including those who often do not speak up, in identifying and solving school or community issues, often in partnership with student councils. However, the project only reached its full potential when fully supported by administrators who were willing to take a risk on what students would and could do.

  The North Carolina Civic Index study noted above found that 20% of youth ages 13-17 did not think that their schools had a student council. However, on a positive note, Cumberland County Schools adopted new policies in 2003 requiring elected student councils in all middle and high schools.

  While some national studies have shown major problems with diversity of student representation on student councils, this problem has not been clearly documented in North Carolina. Given that lack of diversity can be an issue, schools should identify ways of encouraging a diverse array of students to be involved in student councils and other programs that provide a student voice.

NEXT STEPS: WHERE DO WE START?

Based on research and the current framework of education in North Carolina, we offer several recommendations for enhancing student voice in your school. The following pages offer guidance and resources to help implement appropriate recommendations.

- **Complete the checklist to identify your strengths/weaknesses:** The checklist on the next page is provided for you to inventory existing student voice opportunities and practices, which should provide direction for the items below.

- **Create/strengthen your student government:** If you don't have an elected student council, start one. If you do have one, make sure it has adequate support and structure to be successful (see enclosed tips on How Administrators Can Support & Enhance Student Government). Three points are most crucial for the student governments to make a significant difference:

—The student government must have a clear and meaningful role in the school—one that makes it worthwhile to both participants and the school as a whole.

—The student government must tap a diverse spectrum of students—either through diversity on the council itself and/or through developing a series of committees with atypical membership.

—The advisor should be valued and supported.

- **Create/strengthen school newspaper or other forums for student opinions and actions:** If you don't have funds for a printed newspaper, then you might have students publish a web newspaper or email newsletter. However, community partners, such as local news media, can help provide resources for student forums. The school also might set aside a bulletin board to post school news items, including student opinions or results of student surveys.

- **Encourage the formation of and participation in extra-curricular activities that promote student voice and civic engagement.** Student organizations related to journalism, leadership, current events, school service, and politics/government give students a chance to develop and demonstrate important governing/leading skills and foster a lifelong habit of civic involvement.

- **Involve students on appropriate school committees as voting or non-voting members.** Involving students on important school committees shows a commitment by the administration to hearing students' viewpoints, even when their viewpoints may not always prevail. It is important to give student members a sound orientation, including an explanation of the role and purpose of the committee, its plan of action/timeline, potential impact of the group's work and expectations of student members. (Will they have a vote or not? How many meetings must they attend and how long will they last? Can they be excused from class to attend? What type of homework they must do to prepare?)

- **Find a way to hear from a broad range of students, not just those who are always engaged in school activities.** This recommendation is particularly challenging because the students who typically are not involved in school affairs and do not speak up about their concerns usually have an array of reasons for not doing so. They may have limited confidence in their abilities or assets, have many responsibilities outside of school, have difficult home situations, feel like their opinions do not matter, have limited English-speaking skills or all of the above. Reaching such students may take hard work, but doing so can generate the most rewards by just letting them know that they do matter to you and to the school. Schools have used various strategies to reach a diverse array of students:

  —**Surveys:** Some schools have used surveys successfully to get input from a wide array of students, but it is important that the surveys be anonymous, short (less than five minutes) and user-friendly. The major challenge is that students often have to complete too many surveys these days, so it is important for such work to be done when other surveys are not underway.

  —**Student committees:** Administrators and student councils can create special committees to get input from specific groups of students. A program developed by the student council at Providence High School in Charlotte called VOICES (Very Optimistic

Individuals Championing Everyone's Specialities) is one model for creating these committees (see Resources section).

—**Discussion/dialogue groups:** Schools or student leaders can periodically visit classes or activities where diverse students are well-represented to get their perspectives. Project 540°, which is described in the Resources Section, provides resources on engaging a broad range of students in discussing issues that matter to them. This project, which involved 21 schools in North Carolina proved that young people do care about school and community issues and are hungry for a chance to discuss them and act on them in a safe, structured environment.

—**Informal time with administrators:** Several administrators have set aside specific dates each month to have lunch with or just meet with randomly selected groups of students. It is important to have a clear agenda for each meeting including specific questions you want students to consider. You might want to give them questions in advance for those who need time to reflect on their views.

—**Curriculum integration:** Classes where current events are addressed can provide an opportunity for students to both learn about and discuss their views on both community and school issues in a constructive, structured format. The social studies are a natural place for such dialogue, but so are classes related to leadership and language arts. (What an engaging way to practice writing and speaking skills!)

—**Assemblies and forums:** Sometimes a school or community issue can be so compelling that it calls for a broader strategy. School-wide assemblies or student forums can be used to share information on the issue, foster productive discussion and collect input. In some instances, students have actually voted on options. The North Carolina Civic Education Consortium (www.civics.org) can provide guidelines to help you develop formats and curricular linkages for such events.

· **Be clear about authority limits with any group of students that has a role in providing a voice on school issues.** If students will primarily serve in an advisory role, they need to know from the beginning that they will not be the decision makers. When a group of students has made a recommendation, it is important to follow up with them and let them know what happened if their recommendation was not implemented.

What Is a Student Council?

A Student Council is a group of elected and volunteer students working together with an adult advisor within the framework of a constitution or bylaws to provide a means for student expression and assistance in school affairs and activities, give opportunities for student experience in leadership and encourage student/faculty/community relations.

THROUGH PROJECTS AND ACTIVITIES, STUDENT COUNCILS WORK TO:

Promote Citizenship

- By supporting and further developing democracy as a way of life
- By involving students in meaningful, purpose-oriented activities
- By helping each student develop a sincere regard for law and order appropriate to this democratic society
- By leading each individual in developing a sense of personal responsibility and earned self respect
- By example through teaching the processes and procedures of a democracy
- By encouraging desirable attitudes and the continuous upward development of valued patterns of good citizenship
- By providing a forum for student opinions, interests and desires so these may be understood by the entire student body, faculty, administration and community
- By honestly reflecting and interpreting the student viewpoint.

Promote Scholarship

- By contributing to the total educational growth of all students in the school
- By encouraging highest standards of scholarship and positive student involvement in learning and thinking
- By providing experience in genuine problem-solving procedures
- By providing for training and experiences in the skills and techniques of good citizenship and leadership to prepare articulate citizens and leaders for a progressing society.

Student Council is a learning opportunity for involving young people in their own school which in turn develops commitments to citizenship, scholarship, leadership, human relationships and cultural values so our heritage may have even greater worth for the next generation.

Dr. Earl Reum

Texas Association of Student Councils

Promote Leadership

- By providing young people with the power and right to speak and, especially, the power, right and privilege of being heard by those in authority
- By avoiding the commercial or cultural exploitation of students
- By providing coordination of school-sponsored Student Activities with constant evaluation in terms of the selected purposes
- By promoting opportunities for leadership among student body members
- By utilizing the ideas and support of students in solving relevant school problems.

Promote Human Relations

- By helping create harmonious relationships among faculty, administration, student body and the community
- By providing organized services to the school in the interest of the general welfare
- By communicating purposes, activities and the other positive elements of school life through mass media to the entire community
- By helping young people further realize the genius and dignity of each individual.

Promote Cultural Values

- By sparking school loyalty, pride, patriotism and individual student development
- By providing real experiences in group development and human understandings
- By helping students earn and protect individual rights and responsibilities
- By selecting projects and activities which seek to achieve purposes which are significant in the life of the school community
- By giving young people deeper reasons for attending school and the stimulus for developing commitments to worthy goals
- By helping each student reach maximum educational growth and development.

As a Student Council Advisor:

- Ask for and assist in developing a job description for the position. This will help you and others to look at the role, objectives and expectations of the advisor and the activity.
- Establish communication lines and methods to be as inclusive as possible—the more information that is commonly available, the less hassle when decision-making time occurs.
- Provide orientation for officers and members.
  - A. Workshop, planning session to develop methods of operation and skills training.
  - B. Set goals and activities for the year.
  - C. Become involved in state sponsored activities.
- Establish a periodic evaluation.
- Maintain your public relations link with the staff and administration.
- Evaluate what you have done at the end of the year and put it into written form for next year's Council.

ADVISOR'S RESPONSIBILITIES

Student Council is as successful as the advisor wishes it to be. It takes someone with a great deal of patience, enthusiasm and love of young people to advise, coach, inspire, communicate and keep the Council moving successfully forward.

The advisor develops leadership in the student council members through the delegation of duties and responsibilities.

The advisor walks a delicate line between representing students and representing administration. Keeping one's balance depends upon using common sense, communicating with those concerned and maintaining a knowledge of the policies governing the student council.

Being an advisor means being a resource person, a leader, a good example, a unique representative of students to faculty and administration. It is advising and coordinating all phases of the council program while making it a learning experience for those involved and an integral part in the school program. Advisorship is one of the toughest challenges in the school program today. If successful, it can be one of the most beneficial and personally rewarding experiences.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES GUIDELINES AND PRINCIPLES FOR STUDENT GOVERNMENT

- All students should be participants in the governance of their school community.
- Every student government should be based on a written constitution that includes an orderly appeal process for resolving conflicts between students and the school administration, faculty or staff.
- Every student government should have a written code of ethics, which includes a process for removing students who violate that code. Students participating in student government should be representative of the student body. Students participating in student government should be advocates for the ideals and interests of students first and foremost.
- Students participating in student government should work for the common good of the school community.
- Students participating in student government should serve as members of substantive decision-making bodies at the school and at other levels of the school community where students' interests are at stake.
- Students participating in student government should be taught how to access and utilize the channels of power to affect decision-making within their school community.
- Students participating in student government should be taught how to obtain and use the information they need to become informed and effective advocates of student ideals and interests.
- Students participating in student government should understand and be encouraged to exercise their legal rights and responsibilities as both students and citizens.
- Students participating in student government should have a working knowledge of the constantly evolving constitutional principles that apply to students and school communities.

Reducing the Negative Effects of Elections

Elections have a positive effect on the winners, but can be devastating to those not elected, often causing them to stop participating in the organization. It does not have to be that way. With a bit on consideration on the part of the adviser and the newly elected officers, those not elected can remain vital members of the student council.

1. Tell candidates the results of the elections before announcing the results to the entire student body.
2. Refer to the new officers as "those who were elected" and to the defeated opponents as "those who were not elected," rather than winners and losers.
3. Conduct officer elections separately from representative elections. This gives those not elected another opportunity to become participating members.
4. Do not publish the final vote tallies. It doesn't help anyone to know they only lost by three votes, and it can be devastating to know they lost by a landslide.
5. Congratulate each candidate in writing and thank him or her for participating. It is especially meaningful if this letter comes from the principal. However, it is nice to have one from the student council adviser also. Remind those not elected that they don't have to have a title to be a leader in the school.
6. Encourage elected officers to appoint candidates not elected to committees and commissions. They have shown interest in council activities by campaigning and should be kept involved.
7. The advisor might want to suggest to those not elected that they take a leadership class, if one is available.
8. If elections are in the spring, perhaps extend the privilege of membership automatically the following school year to the candidates not elected.

From the National Association of Student Councils

- Students participating in student government should develop and practice the values, attitudes, and habits of mind and heart that are essential to the democratic process.
- Students participating in student government should be encouraged to practice and develop their skills as decision-makers and community organizers.
- Students participating in student government should learn how to communicate the problems, concerns, goals, and successes of their governing body to others.
- Students participating in student government should have regularly scheduled opportunities to communicate with and seek input from their fellow classmates.
- Students participating in student government should be taught the principles of substantive and procedural due process and be expected to use these principles and procedures appropriately.
- Students participating in student government should learn to distinguish appropriately between their twin roles as trusted leader and trusted servant of the student body.
- Faculty advisors working with student government should be qualified to teach students the skills, values, attitudes and habits of mind and heart that will enable them to grow and develop as both trusted leaders and trusted servants.
- School administrators should work with and support student government, but not serve as faculty advisors.
- Meetings and workshops with student governments from neighboring schools should be scheduled regularly to provide students with opportunities to share ideas, concerns and experience.

Project 540°

INTRODUCTION TO STUDENTS

Have you ever wondered...

- If it's possible to communicate with teachers and principals so they REALLY understand what's on the minds of students in your school?
- Why so many students are unwilling to offer their opinions on how their schools, communities and world can change for the better?
- If your school is doing anything to help you change things that are important to you?
- Why, when there are so many students in your high school, most decisions are made for you by a few adults?
- How to organize students to take action on issues that matter to them?
- What would happen if your principal agreed to let students talk about these kinds of questions and come up with ideas to address important changes in your school and community?

Project 540°'s key features:

- Student-led **dialogues** about the issues that matter most to them
- Visionary **Civic Action Plans** that make recommendations for change in schools and communities
- An inventory of existing **civic opportunities** in schools
- Strategies for implementing and institutionalizing **civic change**
- Ideas for increasing student voice in school **decision making**

Now you have that opportunity. Your school is one of hundreds around the country that is committed to *listening* to what students think and involving them in issues that matter to them.

Project 540° is about students working together with adults to change your school and community. It's also an opportunity to practice the skills needed to participate every day as active citizens. By leading Project 540° in your school you'll be joining thousands of high school students nationwide to promote student voices.

What is a Civic Action Plan?

A Civic Action Plan (CAP) is a set of proposals for change that reflect the opinions and interests of a wide range of students in each school. These proposals include consideration of existing resources and opportunities, and are part of a vision that students have for their school and their community. A CAP should be presented to principals, superintendents, school boards and/or government officials who can help with the implementation of the student body's recommendation for change.

Your school will be assembling a Leadership Team, made up primarily of students (with one or two adult "coaches"), to organize Project 540°. The Leadership Team will recruit Student Facilitators, to lead the dialogue process at the heart of Project 540°. Serving on the Leadership Team or as a Student Facilitator is your chance to get more involved by getting students to talk to each other about things that matter most to them, and to make recommendations for school and community change.

You need to familiarize yourself with this guide, which will help you get started and sustain your momentum throughout the school year. You'll also find ways to stay in touch with students participating nationwide, get answers and share stories online. The guide should be seen as a resource rather than a rigid formula for the project in your school. We want this experience to be as meaningful as possible for everyone, so don't hesitate to modify the plan presented in this guide to fit your school's needs.

Good luck and have fun!

Project 540°

WHAT'S ON YOUR MIND?

Ever thought about exploring a teen's mind? Have you wanted to know exactly what it is high school students are thinking? That question was asked of approximately 10,000 high school students in North Carolina participating in Project 540°, a civic engagement project sponsored by the Pew Charitable Trust. Students responded with pages of issues and concerns. Most concerns were about their schools, but there were concerns as well about their community, their nation and the world. Check out the lists below and see if there are any surprises in the top five to ten issues. Answers are arranged geographically, population-wise, and categorically.

EAST
Cleaner schools/bathrooms
EOC and VOCATS not count as much
Computer access
Ethnic food/lower prices/better food
Recreational options
Overcrowding in schools
Terrorism
Take over-the-counter meds at school
More time between classes
Arts funding

WEST
Drug and alcohol use
Iraq
New driving laws
Health issues
Cleaner schools/bathrooms
Racial equality
Terrorism
Better food in cafeteria/lower prices
More jobs
Allow smoking in schools

PIEDMONT
Cleaner bathrooms/school
More senior privileges
Community activities
Terrorism
Better food/lower prices
Too much emphasis on tests
Health issues
More time between classes
Stop smoking in schools
Tutors

RURAL
Racism
Things to do/places to go
Dress code
Attendance policy
Computer access at school
Awards for academic achievement
EOCs
Better food at school
More variety in subject matter
School start later
Health issues

URBAN
Cleaner bathrooms
More time between classes
Dress code
Safer parking lots
Soft drinks in class
Better food in cafeteria
Cleaner environment at school
Teachers better prepared
Subject variety
School start later
Health issues

SCHOOL
Better food/lower prices
Less testing
More time between classes
Cleaner environment/ more efficient
Heating and air conditioning
More school spirit
Classes start later

NATION
War/Iraq/Afghanistan
Raise minimum wage
National school testing
Lower college tuition
Health issues

COMMUNITY
Places to go
Homeless
Less police harassment
Stop immigration
More social diversity
More jobs
Too much traffic and development

WORLD
Terrorism
Too many greedy people
Wars/chemical and biological

Project 540°

RESULTS/RECOMMENDATIONS

For scholars in the field of civic education, Project 540° presents us with a few important lessons:

Civic education is much more than formal instruction in history and government. Students need practice in the processes of democratic government. The school itself can be the "practice grounds" for democratic civic education, by providing exercises in community governance, voice and public problem solving. Process and participation matter as much as end results. While civic knowledge and the implementation of real change matter, equally important are the development of civic competencies, confidence and values, all of which can be nurtured through implementation of a democratic process like Project 540°.

Student government and leadership can be deepened by student voice initiatives like Project 540°. Student councils and other school leadership groups can gain invaluable lessons in representation and school governance through the establishment of truly inclusive and democratic processes involving the entire student body. All students must be involved in the school's civic engagement efforts. If current trends in youth civic disengagement are to be reversed, we must attempt to involve the entire array of groups and cliques in every stage of school decision making. Additionally, students need to be given the flexibility and leeway in defining civic outcomes for themselves.

Adult leadership and guidance are crucial in transforming democratic experiences into civic learning. Administrators and teachers who are willing to facilitate student voice and school change processes should provide the challenge and support necessary to create deeper learning for student participants. Many find it extremely difficult to maintain a balance between the desire to remain completely hands off and to exercise complete control, but when they are able to give students autonomy and yet provide guidance, students and their relationships with them flourish.

How Administrators Can Support & Enhance Student Government

- Designate a student council adviser(s) who cares about student leadership. Do not overload the adviser with other co-curricular or school duties. Consider appointing two co-advisers to share the load.
- If at all possible, pay advisers a modest stipend to cover some of their time.
- Join the National Association of Student Councils and the N.C. Association of Student Councils so that you have access to such resources as the Student Council Handbook and training for advisers and student officers.
- Provide leave and pay for the adviser and officers to attend at least two training sessions per year.
- Assure that all students get the chance to run for and vote on council representatives. If at all possible hold an assembly or other major event to promote the election, giving candidates a forum to share their views and platforms.
- Make sure that all candidates for office are notified of election results before announcing them to the school. Give the installation of officers schoolwide visibility. Encourage atypical students to seek office and/or urge them to be on council committees. Work with student council members to develop a meaningful role for the council. Give them an authentic role in making at least some decisions and develop a routine process for advising you on other important issues.
- Help the council develop committees and/or other options for involving all types of students in school affairs, not just popular or high achieving students. Options might include a diversity council, periodic surveys in the school newspaper or personal visits to other clubs or after-school programs.
- Help the council identify a few projects for each year and help them develop a budget for the projects. If possible, designate at least some school money for key projects.
- Try to give the student council at least as much visibility as athletic programs. Help the council promote its activities and fundraising events through school broadcasts and publications as well as community media outlets. Encourage local newspapers to cover important council activities.
- Publicly recognize and thank the council and its adviser for their accomplishments.
- Give council members seats on other important school committees or boards, such as the School Improvement Committee.
- Nominate your most accomplished and respected members to serve on community boards and/or for statewide or district awards. Ask the council to give you quarterly updates of their activities, including a year-end report. Start a leadership elective course in your school and urge student council members and those interested in seeking office to enroll. The NASSP has guidelines and model curricula for such a course.
- Encourage the Council to apply for small grants from such organizations as the N.C. Youth Advocacy & Involvement Office and the N.C. Civic Education Consortium (www.civics.org) to enhance their work.

See http://www.doa.state.nc.us/doa/yaio/yaio.htm for a Funding Resource Guide on sources of grants and tips on fundraising and writing grants for youth leadership.

Current Events and Contemporary Issues

The North Carolina Constitution states that a central purpose of its educational system is to promote good citizenship, democracy and free government. The statute that establishes NC's public schools states the core purpose of schools is to develop informed citizens.

The overriding messages in the "The Civic Mission of Schools," a research-based report issued by Carnegie Corporation of New York in 2003 is that the schools play a vital role in preparing students to be "competent and responsible citizens who are informed and thoughtful, participate in their communities, and act politically and have moral and civic virtues."

All students must be included in efforts to expand civic education in schools.

Current events support the teaching of government, history, law and democracy as they demonstrate that the Constitution is a living document and that public policies have a direct impact on all citizens' lives.

The report lists four areas where discussion of current issues has substantial and direct benefits. Current events discussions promote civic and political knowledge, civic and political skills, civic attitudes and political participation.

Of the six research-based promising approaches to civic education, three apply most strongly to current events instruction:

1. Provide instruction in government, history, law and democracy.
2. Incorporate discussion of current local, national and international issues and events into the classroom, particularly those that young people view as important to their lives.
3. Encourage students' participation in simulations of democratic processes and procedures.

IDEAS TO GET SCHOOLS STARTED

News and commentary provide the information around which to build lessons and hands-on activities dealing with current events. At the start, classroom teachers will need to determine students' prior knowledge and experience with news as well as their knowledge and experience around specific issues. Their long-term goal is to build curiosity in current events and skills and habits that will promote their learning about current events in and out of school.

Simply, teachers need to find out where students get their news, broaden their sources of information, and introduce concepts and practice skills that will enable students to read, listen and view the news with understanding and to think critically about what they learn. Students' first experiences with media may well be reading and/or writing for their classroom or school newspaper.

To encourage students to examine news at its various sources, media offer special programs for schools:

Through Newspaper in Education (NIE) programs, schools order newspapers one or more days a week. Local newspapers are a sure source of information on local and regional issues, and regional and national newspapers include coverage of the nation and world. Newspapers will often include special pages or features such as the Mini Page aimed at younger readers. For information about ordering newspapers and obtaining the curricula and training provided through NIE, schools should contact their area newspapers or call 919-843-5648. For more information on NIE:

www.ncpress.com (Click on NIE, N.C. Press Foundation)

www.naa.org/foundation (Newspaper Association of Newspapers, for national NIE programs)

www.nieworld.com (Daytona Beach NIE program offers a section on Hot Issues, Cool Topics)

www.wan-press.org (World Association of Newspapers, for international newspapers and international NIE/ Young Readers program)

Sources of news other than NC newspapers

Numerous organizations dedicated to Civic education provide links to different media sites. One example is the Constitutional Rights Foundation, Media and Elections. www.crf-usa.org/election_central/election_media.htm

Newspapers

www.newslink.org/
www.naa.org (Click on NewsVoyager for links to national newspapers.)
www.ap.com
www.reuters.com
www.nytimes.com
www.wsj.com
www.washingtonpost.com
www.usatoday.com
www.worldpress.org

Magazines

www.time.com (open only to subscribers)
www.msnbc.msn.com/id/3032542?site/newsweek
www.usnews.com/usnews/home.htm

Television

www.pbs.org
www.unctv.org
abcnews.go.com
www.nbc.com
www.msnbc.com (Microsoft with NBC)
www.cbsnews.com
www.cnn.com
www. foxnews.com
www.wral.com
abclocal.go.com/wtvd/news
www.nbc17.com/index.html

Radio

www.npr.org/
www.pacifica.org/
www.cnnradionet.com/PUBLIC/Home/default.htm

Cook, NCPF, NIE

Newspapering—
Print, Broadcast and the Internet

Directions: Read a local news story that interests you and watch a local TV channel for a report on the same event. Also, check the newspaper's and TV station's web sites for information on the event.

Using the graphic organizer below, record what you learned from each source.

	Newspaper story: _____	**TV news:** _____	**Internet site** _____
WHAT			
WHO			
WHEN			
WHERE			
WHY			
HOW			

Follow-up: After completing your table, write a summary that evaluates each source. Which gives the most complete information? Which is easiest to access? Which includes more facts? Were any facts included in all sources? Share with your classmates.

How does a mock news show like *The Daily Show* on Comedy Central differ in content, tone and purpose from a real newscast?

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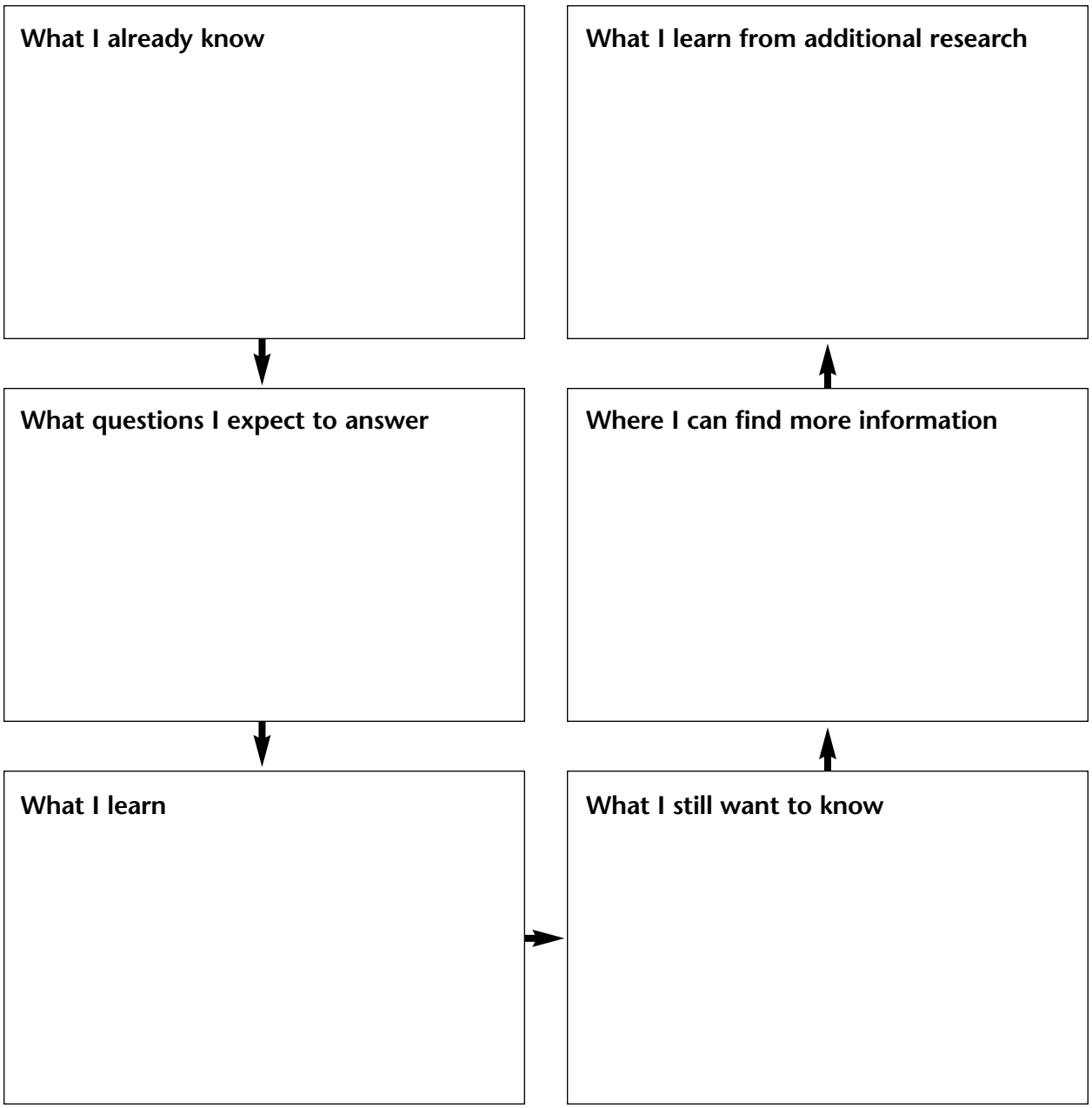
Language Arts—
Preparation, Assistance and Reflection

Directions: Before reading a newspaper story, tell what you know about the topic. In the form of questions, tell what you expect to learn. Then while reading, write down what you learned. Think more about what you would like to know and where you can find the information. Conduct research to answer key questions. Use additional paper if necessary.



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Language Arts—
Reading Strategy

Directions: Choose a newspaper story to read and follow the directions below:

1. What do you know about the topic already?
   a. What real facts do you know about the topic?

_____
_____
_____
_____
_____
_____

   b. What opinions do you hold?

_____
_____
_____
_____
_____
_____

2. What unanswered questions on the topic do you have?

_____
_____
_____
_____
_____
_____

3. If you were to read a story or editorial on the topic, what might you expect to find?

_____
_____
_____
_____
_____
_____

4. What would you hope to learn from the story or editorial?

5. Now, READ your selection with both a black and colored pencil/pen or highlighter in hand.
   a. Underline any facts you find.
   b. Circle any opinions.
   c. Draw a squiggly line under any information you find that you expected to find or wanted to know.
   d. Box information you were surprised to find.
   e. Use a colored pencil/pen to highlight anything you want to remember.

Oline Stigers, *Reading Strategy with the Newspaper*, Handout, Cedar Rapids, Iowa: *The Gazette*.
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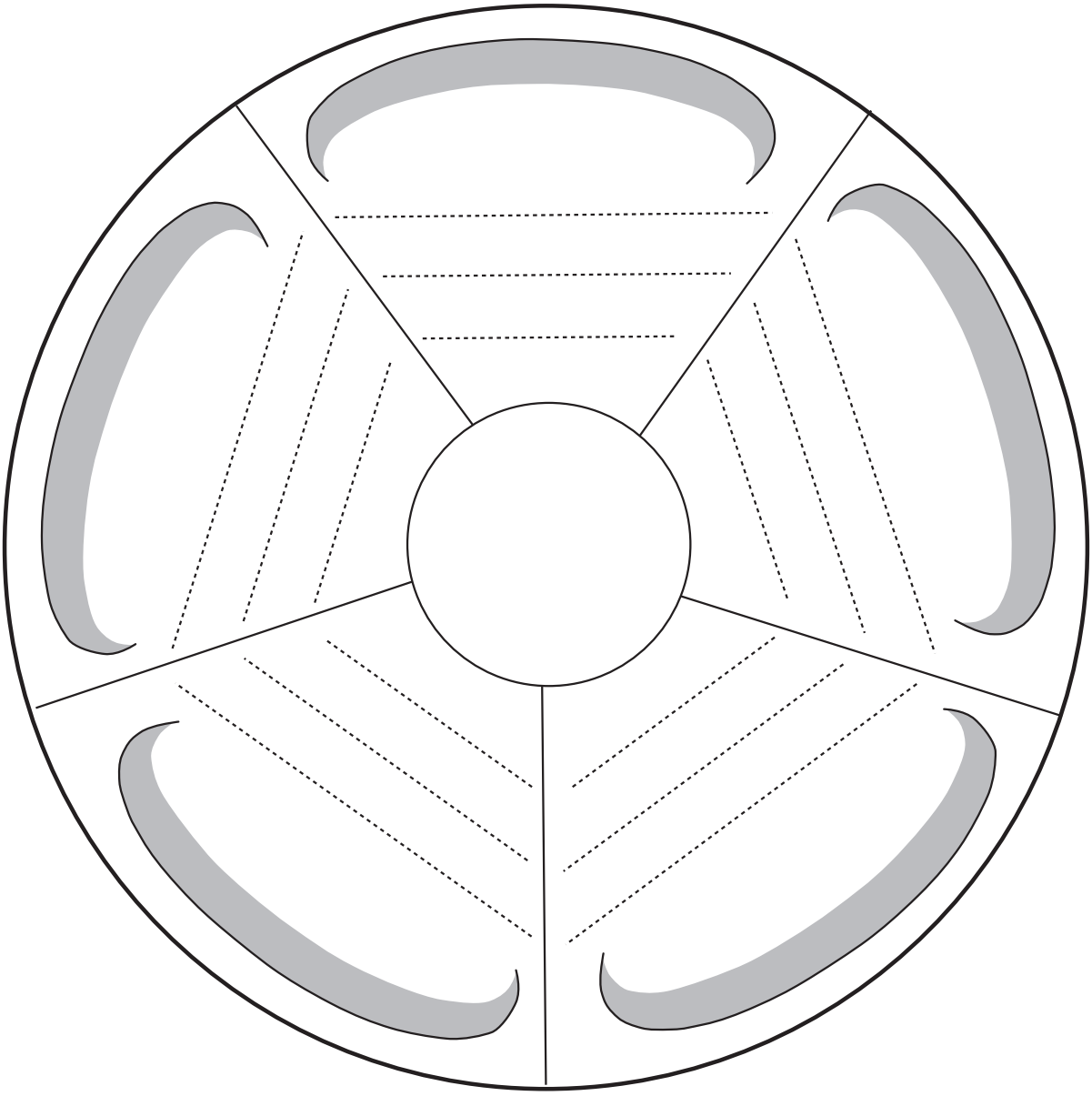
A Community at Work

Directions: Place the community name in the center of the circle. Then list community problems on the outlined labels around the circle. Inside, identify people working to solve them, or, if no work has yet been done, list ideas for solving each problem that you discover through reading newspapers.



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Social Studies—Problem-Solving

Directions: Select a story or other item from the newspaper that presents a problem. It may be something simple and fun such as a comic strip or something more difficult such as an advice column, news story, letter to the editor or other opinion. Based on your reading, answer the following questions:

1. What is the problem?

2. What are the causes?

3. What are the effects?

4. What are the solutions?

5. What are the obstacles to the solutions?

6. What is the most likely outcome?

7. What is the preferred solution, in your opinion?

Follow-up: Over several weeks, collect stories about a problem and use the outline to summarize what you find out and your thoughts about the outcome.

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Demonstrating Traits Important in a Democracy

Directions: Read several days' newspapers and select events or persons who demonstrate traits important in a democracy. Check the glossary on the following page for definitions of the traits. Try to be the first to find examples for each trait or work in a group to complete the task.

Civic Standard	Newspaper and Date	Description of Event/Person
1. Civility		
2. Respect for the rights of other individuals		
3. Respect for law		
4. Honesty		
5. Open-mindedness		
6. Critical-mindedness		
7. Negotiation and compromise		
8. Persistence		
9. Civic-mindedness		
10. Compassion		
11. Patriotism		
12. Courage		
13. Tolerance of ambiguity		

Follow-up: Write a paper in which you use the examples to explain the importance of some or all of the traits to America's democratic system.

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Glossary of Traits or Dispositions Important in America's Constitutional Democracy

Civic-mindedness: paying attention to and having concern for public affairs.

Civility: treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional and illogical argument.

Compassion: having concern for the well-being of others, especially for the less fortunate.

Courage: the strength to stand up for one's convictions when conscience demands.

Critical-mindedness: having the inclination to question the validity of various positions, including one's own.

Honesty: willingness to seek and express the truth.

Negotiation and compromise: making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so.

Open-mindedness: considering others' points of view.

Patriotism: being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism.

Persistence: being willing to attempt again and again to accomplish worthwhile goals.

Respect for law: willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which are thought to be unwise or unjust.

Respect for the rights of other individuals: having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas and to join in associations to advance their views.

Tolerance of ambiguity: the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles.

From The Center for Civic Education, California
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Marks of Leadership

Directions: Leadership shapes our world. Evaluate a leader or leaders who are described in newspaper stories. When you see one of the following traits exhibited in a leader, write his or her name beside the description and the specific action that demonstrated the quality.

Variation: Select a leader whom you admire. Over time, follow coverage of this person and record examples of his or her exhibiting the marks of leadership.

Quality	Leader's Name	Specific Action
They serve others.		
They develop leadership in others.		
They listen to others and communicate well.		
They are good planners and decision makers.		
They inspire others.		
They learn and grow.		
They have positive attitudes.		
They have integrity.		
They accept responsibility.		
They take risks.		
They take good care of themselves.		
They are good followers.		

Are there other ways to describe a leader? Add to this list.

Source: "What Do You Stand For? A Kids' Guide to Building Character"
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RESOURCES

SERVICE-LEARNING

National Resources

The National Service Learning Clearinghouse—Funded by Corporation for National and Community Service, this website provides substantial resources, toolkits, and funding information for service-learning programs in K-12. The K-12 Starter Kit is well worth exploring. www.service-learning.org

The National Center for Learning & Citizenship (previously called the Compact for Learning and Citizenship)—This program of the Education Commission of the states offers several issue papers and policy guidelines related to service-learning and civic education. One important resource is a state-by-state compilation of policies and standards related to service-learning: http://www.ecs.org/IssueSection.asp?issueid=19&s=States+Are+Doing.

The NCLC also offers a Service-Learning and Standards Toolkit that illustrates best practices and provides constructive models in curriculum assessment and planning. http://www.ecs.org/html/projects/Partners/clc/clc_main.htm

Corporation for National and Community Service—This federal agency provides Learn & Serve grants to schools through the Department of Public Instruction, but it also funds Americorps and other programs. Americorps volunteers can work in schools and help with service-learning programs. http://www.cns/gov/index.html

Learn & Serve America Exchange—This is a great place for Learn & Serve grantees and others involved in service-learning to exchange ideas. http://www.1saexchange.org

The National Service-Learning Partnership—This membership organization for service-learning practitioners, administrators, policymakers, researchers, community leaders, young people and others interested in service-learning offers many good resources, including an excellent teacher training series, "Looking Back, Going Forward: Three Professional Development Packages to Guide the Implementation of Service-Learning," available on CD-ROM. http://www.service-learningpartnership.org

Learning in Deed—Funded by W. K. Kellogg Foundation, this initiative seeks to make service-learning a part of every K-12 student's experience. It offers useful, excellent curriculum resources. http://www.learningindeed.org

Points of Light Foundation—This nonprofit, nonpartisan foundation promotes volunteerism to solve serious social problems. Its website includes a link to the Volunteer Center National Network, which matches volunteers with community groups and needs. http://www.pointsoflight.org

State Education Agency K-12 Service-Learning Network—This organization supports the state-level Learn & Serve programs for K-12. It offers resources related to service learning policies, best practices and resources, and its website features links to the individual state department of education homepages. http://www.seanetonline.org

Youth Service America—This resource center and alliance of 300+ organizations is committed to increasing the quality and quantity of youth service opportunities at the local, state, national and international levels. It provides information on funding resources. http://www.ysa.org

National Service-Learning Leader Schools—This national initiative recognizes schools for excellence in service-learning. http://www.leaderschools.org

Constitutional Rights Foundation—This national program offers excellent curriculum materials with a service-learning framework. http://www.crf-usa.org

Street Law—This national program offers quality law-related education materials, including Youth Act! http://www.streetlaw.org

National Institute on Out of School Time—This group's website includes an issue brief on service-learning in after-school programs. http://www.etr.org/nsrc/pdfs/niost/IssueBrief9.pdf

North Carolina Resources

Department of Public Instruction Learn & Serve—Administers federal service-learning grants for schools. http://www.ncpublicschools.org/service_learn/, 919-807-3872

North Carolina Civic Education Consortium—This statewide, nonpartisan partnership in the School of Government at UNC-Chapel Hill offers small grants that can be used for quality school-based service-learning programs that connect to civic learning. Its website also provides teacher resources related to service-learning. http://www.civics.org, 919-962-8273

Communities in Schools North Carolina—This school-based program is active in several counties across the state and incorporates service-learning in many of its programs, which target at-risk and low-performing students. http://www.cisnc.org, 919-832-2700

North Carolina Campus Compact—This organization supports higher education service and service-learning programs across the state and is part of a national organization of 900+ campuses. The Compact regularly hosts professional development conferences and workshops that K-12 educators and administrators can attend. http://www.elon.nccc/, 336-278-7278

North Carolina Commission on Volunteerism & Community Service—The Commission is appointed by the Governor and supports federal and state initiatives involving local citizen participation. The Commission administers the AmeriCorps program for the state, funding many programs that place AmeriCorps workers in schools to support their service-learning programs. The Commission administers the North Carolina Outstanding Volunteer Awards program, the Governor's Page Program, and coordinates donations management during disasters. The Commission also houses the N.C. Citizen Corps program and the Mentoring Partnership. http://www.volunteernc.org, 919-715-3470

Kids Voting North Carolina—Members of Kids Voting North Carolina can access the Civics Alive! Curriculum via the internet using their school system's password. If your system is interested in establishing a Kids Voting program, contact Daintry O'Brien at 336-370-1776. http://www.kidsvotingnc.org/index.htm

Civic Clubs—Many local Kiwanis, Rotary and Civitan clubs sponsor teen leadership, civic engagement, and service programs and awards/scholarships for civic-minded youth. http://www.kiwanis.org, http://www.rotary.org, http://www.civitaninternational.org

4-H Youth Development/North Carolina Cooperative Extension—This program involves 200,000 young people in North Carolina, helping them learn new skills while serving their communities through a variety of service-based programs. Members gain knowledge, skills and experience that help them become responsible citizens and leaders. http://www.ces.ncsu.edu/Youth4H/, 919-515-2801.

YES Ambassador, Points of Light Foundation—This program can be used as an informational resource regarding service-learning, youth leadership and civic engagement. The North Carolina YES Ambassador is partnered with Children First of Buncombe County. 828-259-9717

YMCA—Many local YMCAs offer teen leadership, civic engagement and service-learning programs by providing a variety of experiences that serve the needs of the community while enriching the lives of the individual. Find a YMCA in your area. http://www.ymca.net/index.jsp

CURRENT EVENTS AND CONTEMPORARY ISSUES RESOURCES

Educational Sites

www.learnnc.org (Search for current events.)—The site is North Carolina's teacher resource for curricula and training.

www.civics.org/—NorthCarolina's Civic Education Consortium offers a middle school resource guide for hosting a student mock town meeting around a local current event (Citizen I Am) and also offers small grants for innovative civics programs.

www.ncmanagers.org—On its Web site, North Carolina's City County Management Association offers a supplement textbook for teachers titled Local Government in North Carolina. The web site also features a list of local community leaders by county.

http://parklibrary.jomc.unc.edu/—Library at UNC-Chapel Hill's School of Journalism and Mass Communication offers links to media and sources that address media issues.

www.poynter.org—The Poynter Institute archives stories and photos around topics and concerns. It is "dedicated to improving journalism."

http://uscis.gov/graphics/services/natz/require.htm—The site offers information and sample questions about the US Citizenship Test.

www.civiced.org and **www.cnsl.org—**Project Citizen is one of many initiatives offered by the sponsoring organizations. It encourages students or members of youth organizations to work cooperatively to identify and study a public policy and create a political action plan. The Center for Civic Education publishes the National Standards for Civic Education.

www.choices/edu—The Choices Program provides curriculum resources from Watson Institute for International Studies, Brown University.

www.unc.edu/world/—World View is an international program for educators run through the University of North Carolina at Chapel Hill.

www.nytimes.com/learning/—New York Times Learning Network provides links to news and materials designed for classrooms.

http://cagle.slate.msn.com/politicalcartoons/teacher—Cagle provides political cartoons and teacher's guides and lesson plans for using specific political cartoons.

www.pbs.org/wnet/newyork/laic/index.html—PBS provides curriculum for using documentary film.

http://school.discovery.com/schrockguide/news/nsp.html—Kathy Schrock identifies links to news sources and links to history and social studies pages.

www.firstamendmentcenter.org/—The First Amendment Center tracks actions and decisions dealing with the First Amendment to the Constitution.

http://mtsu32.mtsu.edu:11178/171/pyramid.htm—This site offers a lesson plan on writing lead paragraphs for straight news stories, using the "inverted pyramid" style.

Simulations and More

www.americanvillage.org/mockresources.shtml

www.crf-usa.org/election_central/platforms_planks.htm

http://teacher.scholastic.com/products/instructor/electmock.htm

www.kidsvotingusa.org/teachers/

www.nationalmockelection.com/curriculum.html

www.youthleadership.net/whysignup/mockelections.jsp

www.ncatl.org—Click on the Wade Edwards Mock Trial program for information about the annual mock trial program. Students from ten regions compete to represent their region in the state competition. The state winner competes in the national competition hosted by North Carolina in 2005.

RESOURCES FOR ENHANCING STUDENT GOVERNMENT & STUDENT VOICE

Resources for Student Councils

National Association of Student Councils—This is the major national organization sponsored by the National Association of Secondary School Principals that provides substantial resources for middle and high school student councils. Membership is $65 per school, which includes monthly issues of *Leadership for Student Activities* magazine for council advisors, an annual publication on such topics as parliamentary procedure and school spirit, regional/national training opportunities for students and advisors, a website with great resources, discounts on related publications and technical assistance. The website includes an array of activities for student councils. http://www.nasc.us, 1-800-253-7746 (toll-free); Email: nasc@nasc.us

North Carolina Association of Student Councils—The state affiliate of NASC provides a state conference for students and advisors and other training opportunities. They provide awards to schools with outstanding student council and leadership programs. Annual dues are $60 per year. Contact Colby Cochran, 704-630-6091, Email: cochranc@rss.k12.nc.us.

TASC Resource Guide—The Texas affiliate of NASC has produced an excellent Advisor Resource Guide that many other states use. 512-443-2100, Email: jj@tassp.org

Resources for School Newspapers

North Carolina Scholastic Media Association—This statewide association is housed in the School of Journalism at UNC-Chapel Hill and offers training for advisers and student journalists. Membership is $10 per year. Contact Monica Hill, 919-962-4639, Email: ncsma@unc.edu, Website: www.ibiblio.org/ncsma/.

American Society of Newspaper Editors—This organization hosts an educational website that offers a tremendous array of free resources for student journalists, editors and teachers. ASNE provides online hosting of school newspapers for a one-time $25 fee and a wire service for another one-time $50 fee. In addition, ASNE sponsors a two-week, all expenses paid training for at least 150 school newspaper advisers every summer and provides up to $5,000 in grants to high school newspapers that partner with local newspapers. Contact Diane Mitsu Klos, Senior Project Director, 703-453-1125 (Reston, VA), Website: www.highschooljournalism.org. Attached Resource: List of valuable journalism resources.

National Scholastic Press Association—This national membership organization promotes high standards in school journalism through website, awards, scholarships, competitions, educational workshops and conventions, quarterly newsletter, source directory, publications and information on legal parameters. They have different levels of membership. www.studentpress.org/nspa, 612-625-8335

Journalism Education Association—This is the only independent national scholastic journalism organization for teachers and advisers. www.jea.org, 785-532-5532 (Manhattan, KS)

Newspapers in Education—North Carolina's NIE program is coordinated by the N.C. Press Foundation. NIE primarily provides materials to help teachers use news resources for classroom learning, but they also have lesson plans and materials related to developing or improving school newspapers. NIE's Teacher's Guide includes a chapter on student newspapers and also produces a publication on *Newswriting*. NIE partners with NCSMA, local newspapers and others to host trainings and related events, such as Journalism Day. Contact Sandra Cook, 919-843-5648, Email: sandynie@unc.edu, Website: www.ncpress.com/NIE.html.

Newspaper Association of America Foundation—This is the national parent organization of Newspapers in Education (highlighted above) and the Youth Editorial Alliance. The NAA Foundation's Youth Editorial Alliance supports the development of young journalists through awards, ethics guidelines, marketing tips, story ideas, editorial advice, an annual conference and special projects. The Foundation offers partnership grants of $2,500 to up to 20 schools per year to start a school newspaper, but schools must partner with a local newspaper to provide guidance. Contact Sandy Woodcock, 703-902-1732 (Reston, VA), Email: woods@naa.org, Website: www.naa.org/foundation/.

Student Press Law Center—This organization is an advocate for student free-press and provides information, advice and legal assistance at no charge to students and their faculty advisers. Many services are free, but membership provides access to other resources. www.splc.org, 703-807-1904

Quill and Scroll—This group is an international honor society for high school journalists. Schools can be lifetime charter members for free if they publish a newspaper, magazine, yearbook, literary journal and/or website or if they produce a broadcast program. Schools also might join if they are working with a local news media organization. www.uiowa.edu/~quill-sc, 319-335-5795; Email: quill-scroll@uiowa.edu

Columbia Scholastic Press Association—Founded at Columbia University (New York), CSPA provides thousands of written evaluations of school newspapers, magazines, and yearbooks each year. All evaluated publications receive award certificates. The CSPA also publishes a quarterly magazine for student journalists. 212-854-9400 (New York), Email: cspa@columbia.edu

Dow Jones Newspaper Fund—Founded by the editors of *The Wall Street Journal*, DJNF provides career information, fellowships for high school journalism teachers and student publication adviser, internships and scholarships to college students and training for college journalism teachers. 609-452-2820 (Princeton, NJ); Email: newsfund@wsj.dowjones.com

Resources for Promoting Student Voice and Democratic Climate

North Carolina Civic Education Consortium—This non-partisan partnership located in the School of Government at UNC-Chapel Hill has an array of resources for youth civic education and engagement, including a Small Grants Program, funded by Z. Smith Reynolds Foundation. Grant guidelines can be found at on the website and are typically due in mid-September. The grants (up to $10,000 each) give priority to programs that enhance student engagement in school, community or civic affairs, especially programs reaching diverse youth and giving youth hands-on experiences in civic engagement. Contact Kelley O'Brien, 919-843-0664, Email: obrien@iogmail.iog.unc.edu, Website: www.civics.org.

Project 540˚—This nationally-developed program was piloted in 20 North Carolina high schools during 2002–03 school year by the N.C. Civic Education Consortium. The purpose of Project 540˚ is to provide another avenue for students to get involved in solving problems or issues in the school or community. Teams of student facilitators lead other students through a series of dialogues focusing on identifying issues they would like to impact and then developing appropriate action plans to address those issues. The project can be applied to one or two classes or extra-curricular programs, but is more effective when several classes or groups representing diverse array of students are involved. However, one class might serve as the source for student facilities. The Student Organizing Guide can be downloaded at no charge from the program's website. The website also features sample civic action plans and a terrific civic resource guide listing a wide variety of related resources. www.project540.org, 1-866-212-2581 (toll-free)

First Amendment Schools/Freedom Forum—This national organization promotes development of civic virtues and democratic principles in schools, with an emphasis on the rights and responsibilities embodied in the First Amendment. The program solicits applications for schools to become affiliates, which receive free publications, weekly newsletter, invitations to conferences and educational workshops, eligibility for mini-grants for using best practices and eligibility for a three-year school grant designed to foster larger reform efforts. The website offers sample school policies on such topics as dress code policies and guidelines for student government. Contact Sam Chaltain, 703-284-2808, Email: schaltain@freedomforum.org, Website: www.firstamendmentschools.org.

Soundout.org—Sponsored by The Freechild Project, this website is aimed at helping students have a role in positive school change by being involved in education planning, teaching, evaluating, making decisions and advocating. The website provides free online booklets, resource guides and articles, including *Meaningful Student Involvement: Guide to Inclusive School Change*. www.soundout.org

North Carolina Youth Advocacy & Involvement Office—This agency in the Department of Administration provides several resources related to youth leadership and civic engagement, including publishing a booklet on *Youth Rights & Responsibilities: A Handbook for North Carolina's Youth*, available free online in both English and Spanish. YAIO sponsors a statewide Youth Legislative Assembly in Raleigh each spring. It also sponsors the State Youth Council, which considers problems affecting youth and recommends solutions or approaches to state and local governments and their officials;

promotes statewide activities that benefit youth; and elect youth representatives to the State Youth Advisory Council. The State Youth Advisory Council advise local youth councils across the state; encourage state and local councils to take active parts in governmental and civic affairs; promote and participate in leadership and citizenship programs; cooperate with other youth-oriented groups; and recommend receipients of the mini-grants program. Contact Martha Lowrance and Cynthia Giles (Youth Council), 919-733-9296, Website: www.doa.state.nc.us/doa/yaio/yaio.htm.

Youth on Board—Excellent materials for schools and other organizations where youth will be involved in decision-making, including the highly recommended *14 Points: Successfully Involving Youth in Decision Making*, which has been used by 4-H and many other youth organizations. www.youthonboard.org, Email: info@youthonboard.org

Resources for Student Leadership

National Association of Student Councils—This organization (described under Student Councils section) has many resources related to promoting overall student leadership, including model curricula for leadership courses, leadership lesson plans for middle and high schools, materials to support the role of club advisers, and links to other student leadership organizations (such as Key Clubs, Junior Achievement, National Council on Youth Leadership and many others. http://www.nasc.us, 1-800-253-7746 (toll-free)

4-H Youth Development—This youth program operated by the NC Cooperative Extension Service often partners with schools in offering a variety of youth leadership and civic engagement programs, including a statewide 4-H Congress. Find your local extension contact person at www.ces.ncsu/depts/fourh/.

Communities in Schools—This school-based program operates in 35 North Carolina counties to help young people successfully learn and stay in school, including helping them develop leadership skills and practice these in the community. Contact Linda Harrill, 1-800-849-8881, Website: www.cisnc.org.

The Innovation Center for Community & Youth Development—This national organization provides resources for engaging youth and adults in creating positive community change in various settings. It offers several excellent publications and research studies on youth activism, including Lessons in Leadership (based on 3-year study), *Learning & Leading: A Tool Kit for Youth Development and Civic Activism* and *At the Table: Making the Case for Youth Decision Making*. www.theinnovationcenter.org, Email: info@theinnovationcenter.org

National Youth Leadership Council—This group primarily provides resources on service-learning, but also offers general leadership development resources, including youth and educator training. www.nylc.org, 651-631-3672, Email: nylcinfo@nylc.org

Student Voices—This program provides free online classroom modules for high school social studies that link studies of local government, public policy and political campaigns. As part of the modules, students often interact with local officials and develop their own positions on school and/or community issues. student-voices.org, Email: studentvoices@asc.upenn.edu

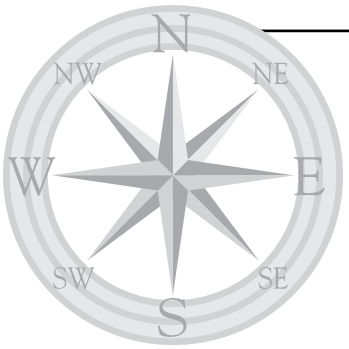
What Kids Can Do—An amazing website with vast resources on youth involvement in everything from school reform to community development to local government activities. They collect stories of successful youth involvement and leadership n an array of categories and compile an inventory of research and resources. www.whatkidscando.org, Email: info@whatkidscando.org

Resources on Giving Voice to Diverse Populations

N**orth Carolina Association of Student Councils—**Providence High School's student council (Charlotte) developed the VOICES program, which created a school diversity council directly involved with the student council. The program has led to several atypical students having a voice in school issues, including several successfully running for student government positions. Contact Annie McCanless, Adviser, Providence High, 980-343-5390.

El Pueblo—This North Carolina nonprofit is an advocacy organization representing the growing Latino community, but it also provides an array of resources. El Pueblo offers a leadership development program for Latino youth and has produced a series of well-designed educational activities (available in both Spanish and English) focused on involving Latino youth in school or community issues. One specifically focuses on the dangers of smoking, while the other allows the students to identify specific community issues and develop action plans based on those issues. Contact Sandra Rodriguez or Grey Maggiano, 919-835-1525, Website: www.elpueblo.org.

Leadership CONNECTIONS—Sponsored by the NC Council for Women in partnership with local organizations, this program provides mentoring and leadership development for diverse young women, including participation in a statewide summer conference. Contact Nellie Bellows, 336-334-5094, Email: LeadershipCONNECTIONS@hotmail.com.



308 Quotes for the Classroom

308 quotes

IDEAS FOR USING THE 308 QUOTES!

It is hard to find a teacher who does not love quotes. If you take a close look around they are everywhere. There are millions of them. The following selection of quotes comes from numerous sources from daily web reminders to church signs. The common denominator among these quotes is the underlying theme of character and self-empowerment.

Why 308? We simply wanted to give you plenty of choice and enough to use one per day for a whole school year if you choose to do a quote a day. Enjoy! Hopefully you will see one you might not have heard or seen before.

Possible ways to use the following quotes (and others) in the classroom:

1. Daily Assignment or Bell Ringer; "Analyze the following quote"
2. Identify the "author" of the quote, time period, context of the quote, background/profession of the author.
3. Apply the quote to your own life. Do you agree or disagree?
4. For homework, share today's quote with a parent or guardian at home and get their opinion or thoughts about the quote.
5. Write an essay using the quote as the basis.
6. Essay prompts as your students work on their writing, prepare for the state writing tests or for the SAT's.
7. Vocabulary builders from "new" vocabulary used in the quote
8. Have students bring in their own favorite quotes.
9. Great for bulletin boards and "Words of Greatness" walls throughout your school
10. Thought for the day for the students of your school
11. Prompt for a Paideia seminar

308 Quotes

1. Character—the willingness to accept responsibility for one's own life—is the source from which self respect springs. **—Joan Didion, *Slouching Towards Bethlehem***

2. Help others get ahead. You will always stand taller with someone else on your shoulders. **—Bob Moawad**

3. A wise man should have money in his head, but not in his heart. **—Jonathan Swift**

4. I'm going to a special place when I die, but I want to make sure my life is special while I'm here. **—Payne Stewart**

5. Failure will never overtake me if my determination to succeed is strong enough. **—Og Mandino**

6. A gift—be it a present, a kind word or a job done with care and love—explains itself! ...and if receivin' it embarrasses you, it's because your "thanks box" is warped. **—Alice Childress**

7. You've got to do your own growing, no matter how tall your grandfather was. **—Irish Proverb**

8. Be modest! It is the kind of pride least likely to offend. **—Jules Renard**

9. The problem of power is how to achieve its responsible use rather than its irresponsible and indulgent use—of how to get men of power to live for the public rather than off the public. **—Robert F. Kennedy, "I Remember, I Believe," *The Pursuit of Justice*, 1964**

10. You miss 100 percent of the shots you never take. **—Wayne Gretzky**

11. Difficulties are meant to rouse, not discourage. The human spirit is to grow strong by conflict. **—William Ellery Channing**

12. In order to be irreplaceable one must always be different. **—Coco Chanel**

13. But pain... seems to me an insufficient reason not to embrace life. Being dead is quite painless. Pain, like time, is going to come on regardless. Question is, what glorious moments can you win from life in addition to the pain? **—Lois McMaster Bujold, "Barrayar," 1991**

14. Cynicism is not realistic and tough. It's unrealistic and kind of cowardly because it means you don't have to try. **—Peggy Noonan in *Good Housekeeping***

15. What lies behind us and what lies before us are tiny matters compared to what lies within us. **—Ralph Waldo Emerson, (attributed)**

16. Without discipline, there's no life at all. **—Katharine Hepburn**

17. Be not slow to visit the sick. **—Ecclesiastes**

18. Laughter is inner jogging. **—Norman Cousins**

19. Life loves to be taken by the lapel and told, "I'm with you kid. Let's go."
—Maya Angelou, in *Daily News*

20. Our lives teach us who we are. **—Salman Rushdie**

21. I always remember an epitaph which is in the cemetery at Tombstone, Arizona. It says: "Here lies Jack Williams. He done his damnedest." I think that is the greatest epitaph a man can have—When he gives everything that is in him to do the job he has before him. That is all you can ask of him and that is what I have tried to do. **—Harry S. Truman**

22. A full cup must be carried steadily. **—English Proverb**

23. The secret of all success is to know how to deny yourself. Prove that you can control yourself, and you are an educated man; and without this all other education is good for nothing.
—R. D. Hitchcock

24. Anger makes dull men witty, but it keeps them poor.
—Elizabeth I, in Francis Bacon, *Apophthegms*, 1625

25. Above all things, never be afraid. The enemy who forces you to retreat is himself afraid of you at that very moment. **—Andre Maurois**

26. It is our choices, Harry, that show what we truly are, far more than our abilities.
—J.K. Rowling, *Harry Potter and the Chamber of Secrets*

27. Go through your phone book, call people and ask them to drive you to the airport. The ones who will drive you are your true friends. The rest aren't bad people; they're just acquaintances.
—Jay Leno

28. Be not afraid of greatness: some men are born great, some achieve greatness and some have greatness thrust upon them. **—William Shakespeare, "Twelfth Night"**

29. Nearly all men can stand adversity, but if you want to test a man's character, give him power.
—Abraham Lincoln

30. Never be haughty to the humble; never be humble to the haughty. **—Jefferson Davis**

31. A good man would prefer to be defeated than to defeat injustice by evil means.
—Sallust, "Jugurthine War," 41 B.C.

32. The highest proof of virtue is to possess boundless power without abusing it.
—Lord Macaulay, review of Lucy Aikin, "Life and Writings of Addison," 1943

33. Do not bite at the bait of pleasure till you know there is no hook beneath it.
—Thomas Jefferson

34. There is no greater joy nor greater reward than to make a fundamental difference in someone's life.
—Sister Mary Rose McGeady

35. Rest satisfied with doing well, and leave others to talk of you as they please. **—Pythagoras**

36. Love is the big booming beat which covers up the noise of hate.
—Margaret Cho, weblog, 01-15-04

37. Take time to deliberate, but when the time for action has arrived, stop thinking and go in.
—Napoleon Bonaparte

38. If someone offers you a gift, and you decline to accept it, the other person still owns that gift. The same is true of insults and verbal attacks.
—Steve Pavlina, *How to Win an Argument*, 08-31-05

39. Nothing is so good for an ignorant man as silence; and if he was sensible of this he would not be ignorant. **—Saadi**

40. Stress is an ignorant state. It believes that everything is an emergency. Nothing is that important.
—Natalie Goldberg, *O Magazine*, October 2002

41. It's really easy to complain. If you're not careful, then you end up complaining about your whole life. Concentrating on the good things is really good. Catch people doing good.
—Lisa Williams, *Bloggers In Love*, SXSW 2006

42. He who will not economize will have to agonize. **—Confucius**

43. Praise the bridge that carried you over. **—George Colman, The Younger**

44. Do not accustom yourself to use big words for little matters. **—Samuel Johnson**

45. There is a little difference in people, but that little difference makes a big difference. That little difference is attitude. The big difference is whether it is positive or negative. **—W. Clement Stone**

46. Friends are born, not made. **—Henry Adams**

47. Learn to get in touch with the silence within yourself and know that everything in this life has a purpose. **—Elisabeth Kubler-Ross**

48. The universal brotherhood of man is our most precious possession. **—Mark Twain**

49. Life is tough, and if you have the ability to laugh at it you have the ability to enjoy it.
—Salma Hayek

50. My father used to say, "Let them see you and not the suit. That should be secondary."
—Cary Grant

51. What would you attempt to do if you knew you could not fail? **—Dr. Robert Schuller**

52. I define comfort as self-acceptance. When we finally learn that self-care begins and ends with ourselves, we no longer demand sustenance and happiness from others. **—Jennifer Louden**

53. In taking revenge, a man is but even with his enemy; but in passing it over, he is superior.
—Sir Francis Bacon

54. Remember that what you believe will depend very much on what you are. **—Noah Porter**

55. I don't hire people who have to be told to be nice. I hire nice people. **—Leona Helmsly**

56. Don't ever confuse the two, your life and your work. That's what I have to say. The second is only a part of the first. **—Anna Quindlen, *A Short Guide to a Happy Life*, 2000**

57. To be without some of the things you want is an indispensable part of happiness.
—Bertrand Russell

58. If you don't accept responsibility for your own actions, then you are forever chained to a position of defense. **—Holly Lisle, *Fire In The Mist,* 1992**

59. You always pass failure on the way to success. **—Mickey Rooney**

60. Things are only impossible until they're not.
—Jean-Luc Picard, "Star Trek: The Next Generation"

61. Because I have loved life, I shall have no sorrow to die. **—Amelia Burr**

62. Strive for excellence, not perfection. **—H. Jackson Brown Jr., *O Magazine*, December 2003**

63. Treat the other man's faith gently; it is all he has to believe with. His mind was created for his own thoughts, not yours or mine. **—Henry S. Haskins**

64. When you reach for the stars you may not quite get one, but you won't come up with a handful of mud either. **—Leo Burnett**

65. I've always followed my father's advice: he told me, first to always keep my word and, second, to never insult anybody unintentionally. If I insult you, you can be...sure I intend to. And, third, he told me not to go around looking for trouble. **—John Wayne**

66. What we have to do is to be forever curiously testing new opinions and courting new impressions.
—Walter Pater, 1873

67. You can be pleased with nothing when you are not pleased with yourself.
—Lady Mary Wortley Montagu

68. That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved. **—Ralph Waldo Emerson**

69. You cannot shake hands with a clenched fist. **—Indira Gandhi**

70. Resolve to be thyself: and know, that he who finds himself, loses his misery.
—Matthew Arnold, "Self-Dependence"

71. The time is now, the place is here. Stay in the present. You can do nothing to change the past, and the future will never come exactly as you plan or hope for. **—Dan Millman**

72. Examine what is said, not him who speaks. **—Arab Proverb**

73. Joy is prayer—Joy is strength—Joy is love—Joy is a net of love by which you can catch souls.
—Mother Teresa

74. One can never consent to creep when one feels an impulse to soar. **—Helen Keller**

75. Be still when you have nothing to say; when genuine passion moves you, say what you've got to say, and say it hot. **—D. H. Lawrence**

76. The world is wide, and I will not waste my life in friction when it could be turned into momentum.
—Frances Wi

77. The safest way to double your money is to fold it over and put it in your pocket. **—Kin Hubbard**

78. The greatest minds are capable of the greatest vices as well as of the greatest virtues.
—Rene Descartes, *Le Discours de la Methode*, 1637

79. I was brought up to believe that how I saw myself was more important than how others saw me.
—Anwar el-Sadat

80. Two men look out through the same bars: One sees the mud and one the stars.
—Frederick Langbridge

81. Those whom we support hold us up in life. **—Marie Ebner von Eschenbach**

82. When you can't have what you want, it's time to start wanting what you have.
—Kathleen A. Sutton

83. Be a good listener. Your ears will never get you in trouble. **—Frank Tyger**

84. It's a funny thing about life; if you refuse to accept anything but the best, you very often get it.
—W. Somerset Maugham

85. Never think that God's delays are God's denials. Hold on; hold fast; hold out. Patience is genius.
—Comte de Buffon

86. When the conduct of men is designed to be influenced, persuasion, kind unassuming persuasion, should ever be adopted. It is an old and true maxim that 'a drop of honey catches more flies than a gallon of gall.' So with men. If you would win a man to your cause, first convince him that you are his sincere friend. Therein is a drop of honey that catches his heart, which, say what he will, is the great highroad to his reason, and which, once gained, you will find but little trouble in convincing him of the justice of your cause, if indeed that cause is really a good one. **—Abraham Lincoln**

87. Courage is saying, "Maybe what I'm doing isn't working; maybe I should try something else."
—Anna Lappe, *O Magazine*, June 2003

88. Because you are in control of your life. Don't ever forget that. You are what you are because of the conscious and subconscious choices you have made.
—Barbara Hall, *A Summons to New Orleans*, 2000

89. Stay centered by accepting whatever you are doing. This is the ultimate. **—Chuang-tzu**

90. If we fall, we don't need self-recrimination or blame or anger—we need a reawakening of our intention and a willingness to recommit, to be whole-hearted once again.
—Sharon Salzberg, *O Magazine*, The Power of Intention, January 2004

91. If I have ever made any valuable discoveries, it has been owing more to patient attention, than to any other talent. **—Isaac Newton**

92. Few things are impossible to diligence and skill. Great works are performed not by strength, but perseverance. **—Samuel Johnson**

93. If a free society cannot help the many who are poor, it cannot save the few who are rich.
—John F. Kennedy, inaugural address, January 20, 1961

94. Unless man is committed to the belief that all mankind are his brothers, then he labors in vain and hypocritically in the vineyards of equality.
—Adam Clayton Powell Jr., *Black Power: A Form of Godly Power*, 1967

95. This is our purpose: to make as meaningful as possible this life that has been bestowed upon us; to live in such a way that we may be proud of ourselves; to act in such a way that some part of us lives on. **—Oswald Spengler**

96. You may be deceived if you trust too much, but you will live in torment if you do not trust enough.
—Frank Crane

97. The words that enlighten the soul are more precious than jewels. **—Hazrat Inayat Khan**

98. The real distinction is between those who adapt their purposes to reality and those who seek to mold reality in the light of their purposes. **—Henry Kissinger**

99. When you feel in your gut what you are and then dynamically pursue it—don't back down and don't give up—then you're going to mystify a lot of folks. **—Bob Dylan**

100. Have patience with all things, but chiefly have patience with yourself. Do not lose courage in considering you own imperfections but instantly set about remedying them—every day begin the task anew. **—Saint Francis de Sales**

101. When you have a dream you've got to grab it and never let go. **—Carol Burnett**

102. Poor is the man whose pleasures depend on the permission of another. **—Madonna**

103. The spread of evil is the symptom of a vacuum. whenever evil wins, it is only by default: by the moral failure of those who evade the fact that there can be no compromise on basic principles. **—Ayn Rand, *Capitalism: The Unknown Ideal*, 1966**

104. Trust one who has gone through it. **—Virgil, *The Aeneid***

105. Son, always tell the truth. Then you'll never have to remember what you said the last time. **—Sam Rayburn, quoted *Washingtonian*, November 1978**

106. It really doesn't matter if the person who hurt you deserves to be forgiven. Forgiveness is a gift you give yourself. You have things to do and you want to move on. **—Real Live Preacher, RealLivePreacher.com Weblog, July 7, 2003**

107. Nothing astonishes men so much as common sense and plain dealing. **—Ralph Waldo Emerson, "Art," 1841**

108. Many of life's failures are people who did not realize how close they were to success when they gave up. **—Thomas A. Edison**

109. Truth is the only safe ground to stand upon. **—Elizabeth Cady Stanton**

110. When we do the best that we can, we never know what miracle is wrought in our life, or in the life of another. **—Helen Keller**

111. The future belongs to those who prepare for it today. **—Malcolm X**

112. First keep the peace within yourself, then you can also bring peace to others. **—Thomas a Kempis, 1420**

113. If your ship doesn't come in, swim out to it! **—Jonathan Winters**

114. He will always be a slave who does not know how to live upon a little. **—Horace**

115. Plans are only good intentions unless they immediately degenerate into hard work.
—Peter Drucker

116. Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity. **—George S. Patton**

117. Life shrinks or expands in proportion to one's courage.
—Anais Nin, *The Diary of Anais Nin*, volume 3, 1939-1944

118. Think of all the beauty still left around you and be happy.
—Anne Frank, *Diary of a Young Girl*, 1952

119. Believe nothing against another but on good authority; and never report what may hurt another, unless it be a greater hurt to some other to conceal it. **—William Penn**

120. Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. **—Mark Twain**

121. Deeds, not stones, are the true monuments of the great. **—John L. Motley**

122. Everything that is really great and inspiring is created by the individual who can labor in freedom.
—Albert Einstein, *Out of My Later Years*, 1950

123. Risk! Risk anything! Care no more for the opinions of others, for those voices. Do the hardest thing on earth for you. Act for yourself. Face the truth. **—Katherine Mansfield**

124. Nobody will believe in you unless you believe in yourself. **—Liberace**

125. One needs to be slow to form convictions, but once formed they must be defended against the heaviest odds. **—Mahatma Gandhi**

126. We cannot direct the wind, but we can adjust the sails. **—Bertha Calloway**

127. A problem is a chance for you to do your best. **—Duke Ellington**

128. Indifference and neglect often do much more damage than outright dislike.
—J. K. Rowling, *Harry Potter and the Order of the Phoenix*, 2003

129. I always wanted to be somebody. If I made it, it's half because I was game enough to take a lot of punishment along the way and half because there were a lot of people who cared enough to help me. **—Althea Gibson**

130. Do not save your loving speeches for you friends till they are dead; do not write them on their tombstones, speak them rather now instead. **—Anna Cummins**

131. The end result of kindness is that it draws people to you.
—Anita Roddick, *A Revolution in Kindness*, 2003

132. Do not think of knocking out another person's brains because he differs in opinion from you. It would be as rational to knock yourself on the head because you differ from yourself ten years ago. **—Horace Mann**

133. If you scatter thorns, don't go barefoot. **—Italian Proverb**

134. Life is a risk. **—Diane Von Furstenberg**

135. A true friend knows your weaknesses but shows you your strengths; feels your fears but fortifies your faith; sees your anxieties but frees your spirit; recognizes your disabilities but emphasizes your possibilities. **—William Arthur Ward**

136. A full cup must be carried steadily. **—English Proverb**

137. You create your opportunities by asking for them. **—Patty Hansen, *Prevention Magazine*, 11-05**

138. How we treasure (and admire) the people who acknowledge us! **—Julie Morgenstern, *O Magazine*, Belatedly Yours, January 2004**

139. Insist on yourself; never imitate.... Every great man is unique. **—Ralph Waldo Emerson**

140. Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose. **—Helen Keller**

141. You must be the change you wish to see in the world. **—Mahatma Gandhi**

142. People seldom become famous for what they say until after they are famous for what they've done. **—Cullen Hightower**

143. The greatest discovery of my generation is that a human being can alter his life by altering his attitudes of mind. **—William James**

144. There is nothing like dream to create the future. Utopia today, flesh and blood tomorrow. **—Victor Hugo, *Les Miserables*, 1862**

145. In the absence of clearly-defined goals, we become strangely loyal to performing daily trivia until ultimately we become enslaved by it. **—Robert Heinlein**

146. To do anything in this world worth doing, we must not stand back shivering and thinking of the cold and danger, but jump in, and scramble through as well as we can. **—Sydney Smith**

147. Concentration comes out of a combination of confidence and hunger. **—Arnold Palmer**

148. Many men can make a fortune but very few can build a family. **—J. S. Bryan**

149. Enthusiasm is the great hill-climber. **—Elbert Hubbard**

150. If the only prayer you ever say in your whole life is "thank you," that would suffice.
—Meister Eckhart

151. Go confidently in the direction of your dreams! Live the life you've imagined. As you simplify your life, the laws of the universe will be simpler. **—Henry David Thoreau**

152. I know for sure that what we dwell on is who we become. **—Oprah Winfrey, *O Magazine***

153. Where there is hatred, let me sow love. Where there is injury, pardon. Where there is doubt, faith.
—Saint Francis of Assisi

154. Although the world is full of suffering, it is full also of the overcoming of it. **—Helen Keller**

155. We must learn to live together as brothers or perish together as fools. **—Martin Luther King Jr.**

156. Don't make use of another's mouth unless it has been lent to you. **—Belgian Proverb**

157. Happiness is that state of consciousness which proceeds from the achievement of one's values.
—Ayn Rand

158. Happiness comes of the capacity to feel deeply, to enjoy simply, to think freely, to risk life, to be needed. **—Storm Jameson**

159. Don't rule out working with your hands. It does not preclude using your head. **—Andy Rooney**

160. Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome. **—Booker T. Washington**

161. When people talk, listen completely. Most people never listen. **—Ernest Hemingway**

162. Nothing great was ever achieved without enthusiasm. **—Ralph Waldo Emerson**

163. One word frees us of all the weight and pain of life: That word is love. **—Sophocles**

164. Life is an adventure in forgiveness. **—Norman Cousins**

165. Leadership is based on inspiration, not domination; on cooperation, not intimidation.
—William Arthur Wood

166. If you limit your choices only to what seems possible or reasonable, you disconnect yourself from what you truly want, and all that is left is a compromise. **—Robert Fritz**

167. Nothing is easy to the unwilling. **—Nikki Giovanni**

168. The ancient Greek definition of happiness was the full use of your powers along lines of excellence. **—John F. Kennedy**

169. Have patience awhile; slanders are not long-lived. Truth is the child of time; erelong she shall appear to vindicate thee. **—Immanuel Kant**

170. Genuine goodness is threatening to those at the opposite end of the moral spectrum. **—Charles Spencer**

171. You have to recognize when the right place and the right time fuse and take advantage of that opportunity. There are plenty of opportunities out there. You can't sit back and wait. **—Ellen Metcalf**

172. Science may have found a cure for most evils; but it has found no remedy for the worst of them all—the apathy of human beings. **—Helen Keller, *My Religion*, 1927**

173. I think the first virtue is to restrain the tongue; he approaches nearest to gods who knows how to be silent, even though he is in the right. **—Cato the Elder**

174. When you drink the water, remember the spring. **—Chinese Proverb**

175. Everyone is a prisoner of his own experiences. No one can eliminate prejudices—just recognize them. **—Edward R. Murrow, television broadcast, December 31, 1955**

176. If you can react the same way to winning and losing, that is a big accomplishment. That quality is important because it stays with you the rest of your life. **—Chris Evert**

177. First it is necessary to stand on your own two feet. But the minute a man finds himself in that position, the next thing he should do is reach out his arms. **—Kristin Hunter, *O Magazine*, November 2003**

178. Opportunity is missed by most people because it is dressed in overalls and looks like work. **—Thomas A. Edison**

179. Don't go around saying the world owes you a living. The world owes you nothing. It was here first. **—Mark Twain**

180. All that is necessary for the triumph of evil is that good men do nothing. **—Edmund Burke**

181. To avoid criticism do nothing, say nothing, be nothing. **—Elbert Hubbard**

182. Fear does not have any special power unless you empower it by submitting to it. **—Les Brown, Communication Bulletin for Managers & Supervisors, June 2004**

183. He that can't endure the bad, will not live to see the good. **—Jewish Proverb**

184. Life is like a game of cards. The hand that is dealt you is determinism; the way you play it is free will. **—Jawaharlal Nehru**

185. Be a first rate version of yourself, not a second rate version of someone else.
—Judy Garland, to her daughter, Liza Minelli

186. I'm a great believer in luck, and I find the harder I work the more I have of it.
—Thomas Jefferson

187. Those who dream by day are cognizant of many things which escape those who dream only by night. **—Edgar Allan Poe, "Eleanora," 1842**

188. Respect a man, he will do the more. **—James Howell**

189. There can be no happiness if the things we believe in are different from the things we do.
—Freya Madeline Stark

190. I would rather try to persuade a man to go along, because once I have persuaded him he will stick. If I scare him, he will stay just as long as he is scared, and then he is gone.
—Dwight D. Eisenhower

191. Live with intention. Walk to the edge. Listen hard. Practice wellness. Play with abandon. Laugh. Choose with no regret. Continue to learn. Appreciate your friends. Do what you love. LIVE as if this is all there is. **—Unknown**

192. Victory belongs to the most perservering. **—Napoleon Bonaparte**

193. Ultimately, it is through serving others that we become fully human. **—Marsha Sinetar**

194. The first step toward success is taken when you refuse to be a captive of the environment in which you first find yourself. **—Mark Caine**

195. Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it. **—Lou Holtz**

196. No gift can ever replace the value of being there in person. **—Denis Waitley**

197. Thinking is easy, acting is difficult, and to put one's thoughts into action is the most difficult thing in the world. **—Johann Wolfgang von Goethe**

198. It takes a great deal of courage to stand up to your enemies, but a great deal more to stand up to your friends. **—J.K. Rowling, *Harry Potter and the Sorcerer's Stone***

199. If you're not failing every now and again, it's a sign you are playing it safe.
—Woody Allen, film director and actor

200. The man who has no imagination has no wings. **—Muhammad Ali**

201. Don't judge each day by the harvest you reap, but by the seeds you plant.
—Robert Louis Stevenson

202. Even when I went to the playground, I never picked the best players. I picked the guys with less talent, but who were willing to work hard, who had the desire to be great.

—Earvin "Magic" Johnson

203. We are not born with character. It is developed by the experiences and decisions that guide our lives. Each individual creates, develops and nurtures their own character. Being a man or woman of character is not an easy task. It requires tough decisions, many of which put you at odds with the more commonly accepted mores of the times.

—Gen. C.C. Krulak (Ret.) Commandant U.S. Marine Corps

204. Get it done. **—Coach Bob Shannon, from *The Right Kind of Heroes***

205. It's never crowded along the "extra mile."

—Wayne Dyer, American psychotherapist, author and lecturer (b. 1940)

206. Your playing small does not serve the world. There is nothing enlightening about shrinking, so that other people won't feel insecure around you. We are born to make manifest the glory of God that is within us. It is not just in some of us; it is in everyone. And as we let our light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others. **—Nelson Mandela**

207. If someone listens, or stretches out a hand or whispers a kind word of encouragement, or attempts to understand..., extraordinary things begin to happen. **—Loretta Girzartis**

208. Don't camouflage your character in today's society. **—Rachel Joy Scott**

209. Excellence, then is not a single act...but, rather, a habit. **—Aristotle**

210. Far better it is to dare mighty things, to win glorious triumphs even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much because they live in the gray twilight that knows neither victory nor defeat. **—Theodore Roosevelt**

211. That consciousness is everything and that all things begin with a thought. That we are responsible for our own fate, we reap what we sow, we get what we give, we pull in what we put out. I know these things for sure. **—Madonna, *O Magazine*, January 2004**

212. When you make a world tolerable for yourself, you make a world tolerable for others.

—Anais Nin

213. Keep five yards from a carriage, ten yards from a horse, and a hundred yards from an elephant; but the distance one should keep from a wicked man cannot be measured. **—Indian Proverb**

214. Stoop and you'll be stepped on; stand tall and you'll be shot at. **—Carlos A. Urbizo**

215. If one speaks or acts with a cruel mind, misery follows, as the cart follows the horse.... If one speaks or acts with a pure mind, happiness follows, as a shadow follows its source.

—The Dhammapada

216. We all have a few failures under our belt. It's what makes us ready for the successes.
—Randy K. Milholland, *Midnight Macabre*, 10-18-05

217. If you can find a path with no obstacles, it probably doesn't lead anywhere. **—Frank A. Clark**

218. In giving advice, seek to help, not please, your friend. **—Solon**

219. Be life long or short, its completeness depends on what it was lived for. **—David Starr Jordan**

220. Grief can take care of itself, but to get the full value of a joy you must have somebody to divide it with. **—Mark Twain**

221. The only place where success comes before work is a dictionary. **—Vidal Sassoon**

222. If you can't sleep, then get up and do something instead of lying there and worrying. It's the worry that gets you, not the loss of sleep. **—Dale Carnegie**

223. All progress is precarious, and the solution of one problem brings us face to face with another problem. **—Martin Luther King Jr., *Strength to Love,* 1963**

224. The moment of victory is much too short to live for that and nothing else.
—Martina Navratilova

225. Be not afraid of growing slowly, be afraid only of standing still. **—Chinese Proverb**

226. To be mature means to face, and not evade, every fresh crisis that comes. **—Fritz Kunkel**

227. Generosity is giving more than you can, and pride is taking less than you need. **—Kahlil Gibran**

228. Until you make peace with who you are, you'll never be content with what you have.
—Doris Mortman

229. Work and struggle and never accept an evil that you can change. **—Andre Gide**

230. There are two ways of exerting one's strength: one is pushing down, the other is pulling up.
—Booker T. Washington

231. It is not enough to have a good mind. The main thing is to use it well.
—Rene Descartes, *Le Discours de la Methode*, 1637

232. Don't think there are no crocodiles because the water is calm. **—Malayan Proverb**

233. If a man does not make new acquaintances as he advances through life, he will soon find himself alone. A man should keep his friendships in constant repair. **—Samuel Johnson**

234. You cannot live a perfect day without doing something for someone who will never be able to repay you. **—John Wooden**

235. We could never learn to be brave and patient, if there were only joy in the world. **—Helen Keller**

236. Silence is golden when you can't think of a good answer. **—Muhammad Ali, *More Than a Hero***

237. Joy is not in things; it is in us. **—Richard Wagner**

238. One of the greatest victories you can gain over someone is to beat him at politeness. **—Josh Billings**

239. If someone offers you a gift, and you decline to accept it, the other person still owns that gift. The same is true of insults and verbal attacks. **—Steve Pavlina, *How to Win an Argument*, 08-31-05**

240. America is not anything if it consists of each of us. It is something only if it consists of all of us. **—Woodrow Wilson**

241. I never think of the future. It comes soon enough. **—Albert Einstein**

242. Peace cannot be kept by force. It can only be achieved by understanding. **—Albert Einstein**

243. Only a life lived for others is a life worthwhile. **—Albert Einstein**

244. Too often we under estimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around. **—Leo Buscaglia**

245. It is amazing how much you can accomplish when it doesn't matter who gets the credit. **—Unknown**

246. Michael, if you can't pass, you can't play. **—Coach Dean Smith to Michael Jordan in his freshman year at UNC**

247. The fragrance always remains on the hand that gives the rose. **—Gandhi**

248. To be the best, you have to work the hardest. **—Michael Vick**

249. Great opportunities to help others seldom come, but small ones surround us daily. **—Sally Koch**

250. To see what is right and not to do it, is want of courage. **—Confucius**

251. We are not born winners. We are not born losers. We are born choosers! **—Keith Davis**

252. I have begun everything with the idea that I will succeed. **—Booker T. Washington**

253. To accomplish great things you must not only dream, but plan; not only plan, but also act; not only act, but most importantly—believe. **—Unknown**

254. The greatest enemy of success is the fear of failure. Do not be afraid to fail, rather dare to succeed. **—Coach Abo**

255. Life is not so short but that there is always time enough for courtesy. **—Ralph Waldo Emerson**

256. It's more than muscle and fundamentals! It's building the friendships, having the good times, being part of a team. Have fun and always PLAY HARD. **—Michael Vick**

257. Have a vision. Be demanding. **—Colin Powell**

258. Don't judge each day by the harvest you reap, but by the seeds you plant. **—Robert Louis Stevenson**

259. The only ones among you who will be truly happy are those who will have sought and found how to serve. **—Albert Schweitzer**

260. Talent wins games, but teamwork and intelligence wins championships. **—Michael Jordan**

261. It is amazing what can be accomplished when nobody cares about who gets the credit. **—Robert Yates**

262. Be gentle and you can be bold; be frugal and you can be liberal; avoid putting yourself before others and you can become a leader among men. **—Lao Tzu**

263. Leadership has a harder job to do than just choose sides. It must bring sides together. **—Jesse Jackson**

264. If someone is too tired to give you a smile, leave one of your own, because no one needs a smile as much as those who have none to give. **—Rabbi Samson Raphael Hirsch**

265. Only the educated are free. **—Epictetus**

266. Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved. **—William Jennings Bryan**

267. The last of the human freedoms is to choose one's attitudes. **—Victor Frank**

268. There is more hunger for love and appreciation in this world than for bread. **—Mother Teresa**

269. Change your thoughts and you change your world. **—Norman Vincent Peale**

270. Only those who dare to fail greatly can ever achieve greatly. **—Robert F. Kennedy**

271. Hard work, sacrifice and focus will never show up in tests. **—Lance Armstrong**

272. Fail to plan, plan to fail. **—Carl W. Buechner**

273. He who has health has hope; and he who has hope has everything. **—Arabian Proverb**

274. Remember, people will judge you by your actions, not your intentions. You may have a heart of gold—but so does a hard-boiled egg. **—Unknown**

275. The Constitution only gives people the right to pursue happiness. You have to catch it yourself. **—Ben Franklin**

276. The best way to cheer yourself up is to try to cheer somebody else up. **—Mark Twain**

277. If you want others to be happy, practice compassion. If you want to be happy, practice compassion. **—The Dalai Lama**

278. In my day, we didn't have self-esteem, we had self-respect, and no more of it than we had earned. **—Jane Haddam**

279. It is not the brains that matter most, but that which guides them—the character, the heart, generous qualities, progressive ideas. **—Fyodor Dostoyevsky**

280. I've missed over 9,000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game-winning shot... and missed. I've failed over and over and over again in my life. And that is why I succeed. **—Michael Jordan**

281. Courage is being scared to death—but saddling up anyway. **—John Wayne**

282. To enjoy the things we ought and to hate the things we ought has the greatest bearing on excellence of character. **—Aristotle**

283. It's not enough that we do our best; sometimes we have to do what's required. **—Sir Winston Churchill**

284. People can be whatever shape they want. The main thing is to be nice! **—Hunter "Patch" Adams**

285. The human race is divided into two classes—those who go ahead and do something, and those who sit still and inquire why it was done in that way instead of another. **—Unknown**

286. Our greatest glory is not in never failing, but in rising every time we fail. **—Confucius**

287. Luck is opportunity meeting preparation. **—Maury Wills**

288. Only passions, great passions, can elevate the soul to great things. **—Diderot**

289. It is what it is. **—Bill Parcells**

290. You may have to fight a battle more than once to win it. **—Margaret Thatcher**

291. I learned I was not...the victim of my circumstances but the master of them. **—Legson Kayira**

292. Never...Never...Never quit. **—Winston Churchill**

293. If there is no wind, row. **—Latin Proverb**

294. To me there are three things that everyone should do every day. Number one is laugh. You should laugh every day. Number two is think—spend some time in thought. Number three, let your emotions move you to tears. If you laugh, think and cry, that's a heck of a day. **—Jim Valvano**

295. Don't give up. Don't ever give up. **—Jim Valvano**

296. Always be a little kinder than necessary. **—James M. Barrie**

297. Never let yesterday take up too much of today. **—Texas E. Schramm**

298. When you're not practicing, remember that someone somewhere is practicing, and when you meet him he will win. **—Ed Macauley**

299. Far better it is to dare might things, to win glorious triumphs, even though checkered with failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows not victory or defeat. **—Theodore Roosevelt**

300. One man with courage makes a majority. **—Andrew Jackson**

301. I believe that freedom is the deepest need of every human soul. **—George W. Bush**

302. I appreciate people who are civil, whether they mean it or not. I think: Be civil. Do not cherish your opinion over my feelings. There's a vanity to candor that isn't really worth it. Be kind. **—Richard Greenberg, *NY Times Magazine***

303. To avoid criticism do nothing, say nothing, be nothing. **—Elbert Hubbard**

304. Be a fountain, not a drain. **—Rex Hudler, quoted in *Sports Illustrated***

305. The real question is, once you know the right thing, do you have the discipline to do the right thing and, equally important, to stop doing the wrong thing. **—Jim Collins *Good to Great***

306. From what we get, we can make a living; what we give, however, makes a life. **—Arthur Ashe**

307. There are two kinds of men who never amount to much: those who cannot do what they are told and those who can do nothing else. **—Cyrus H. Curtis**

308. When a friend is in trouble, don't annoy him by asking if there is any thing you can do. Think up something appropriate and do it. **—Edgar Watson Howe**