

FOUNDATIONS FOR CHARACTER

TEACHER'S GUIDE

-2005-

Written by

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Introduction

The purpose of this lesson is: to familiarize you with the FCE Essay and Artwork Contest; learn what and how important the "Six Pillars of Character" are; who was responsible for starting the CHARACTER COUNTS!sm Coalition; and what is the impact on the children who have had CHARACTER COUNTS! Education.

Ideas to teach the lesson

Separate the questions on the Question's Only Page. Hand out these questions to different people to read. Have a person read a question, group discusses possible answers, then share the answer in the teacher's material. Note that some questions do not have one set answer. Questions are numbered the same in the teacher's material as in the audience's questions.

Enclosures

1. Teachers material (pages 1-8)
2. Question's Only Page (pages 7-8)
3. Members Handout (pages 1-8)
4. Evaluation

FOUNDATIONS FOR CHARACTER

Background

The Joseph and Edna Josephson Institute of Ethics was founded in 1987 by Michael Josephson in honor of his parents. The Institute's goal was and continues to be to improve the ethical quality of society by advocating principled reasoning and ethical decision making. The CHARACTER COUNTS! Coalition consist of diverse, nonpartisan human-service and educational organizations working together to strengthen the character of young people. There are hundreds of members in this coalition that have the potential of reaching millions of young people and their families. The Coalition advocates core ethical values called the "Six Pillars of Character", which are trustworthiness, respect, responsibility, fairness, caring, and citizenship. FCE joined the CHARACTER COUNTS! Coalition in 1995.

FCE Essay and Artwork Contest

- 1. Does anyone know what the National FCE Essay and Artwork contest is based on?**
The base of the contest is the "Six Pillars of Character" from the Josephson Institute.
- 2. Does anyone know what grade the contest is for and who can take part in the contest?**
Fourth grade only and anyone in public, private, or home school education can take part in the contest.
- 3. What is the time frame for the contest?**
From September 1st through January 31st.
- 4. How many years has National FCE had the Essay and Artwork Contest?**
Six years for the 2005-06 school year.
- 5. What are the guidelines for the contest?**
The artwork has to represent the theme of the contest, which is one of the "Six Pillars of Character". The essay tells what the picture is about and what the theme means to them. The picture is on a blank piece of paper 8 ½" X 11" and the essay is on a lined piece of paper 8 ½" X 11". The picture and the essay have to be in pencil only and dark enough so it can be reproduced.
- 6. What place winner from the counties is submitted to the State for judging?**
First place.
- 7. What place winner from the State is submitted to National for judging?**
First place.
- 8. Does anyone know what the prizes are at the National level?**
\$500 for first, \$250 for second, and \$100 for third. All the prizes are in Savings Bonds.
- 9. Does anyone know what the prizes are at the State level?**
\$200 for first, \$100 for second, and \$50 for third. These are all in Savings Bonds.
- 10. Why is it important to know the amounts of the prizes for State and National?**
The county prizes should not be more that the State and National prizes. The children are working their way up and the prizes should reflect that.
- 11. When should you contact the school or home school education student?**
In April or May with a FCE Essay and Artwork Contest Brochure.

12. Who should you contact first?

If it is a school go to the Curriculum Director.

13. Who do you go to next?

The principal of the school. The principal of the school may be the one that tells the fourth grade teachers. If not then you make contact with the teachers.

14. When should you go back to the school with the contest rules and permission slips?

Anywhere from late August to September. This schedule is not written in stone. You will have to determine what works best for you. See page 6 for Klamath County's time schedule. Klamath County does not deliver the packets to the school until October. Then they do a follow up letter in December.

Character Education

15. Why should FCE or the other Coalition members have contests and activities based on CHARACTER COUNTS!?

The Coalition members believe that adults and institutions have a duty to teach the young that certain qualities are better like: honesty to lying; responsibility to dissolution; fairness to greed; and caring to callousness. They know that it is a parent's job to teach character, but there are also critical supporting roles to be played by everyone in the community, from teachers, youth leaders, organizations like FCE, professional athletes, and business people.

In 1998 the U.S. Senate proclaimed that the third full week in October is CHARACTER COUNTS! Week. The President issues a proclamation each year for this week. (The Aspen Declaration, the U.S. Senate Resolution, the President of the United States Proclamation, and the Associated Country Women Of The World (ACWW) Resolution is in the members handout if you would like to go over them at this time.)

There have been survey's and studies done on whether CHARACTER COUNTS! Education does help. The South Dakota State University study is one of the most thorough and multi-faceted studies. This was a five year study comprising of as many as 8,419 students and teachers. Some of the results from the students were:

Breaking into another's property dropped 50%

Using a fake ID dropped 56%

Taking something without paying dropped 46%

Drinking alcoholic beverages dropped 31%

Taking illegal drugs dropped 32%

Defacing or vandalizing property dropped 46%

Using physical force against someone who insulted them dropped 33%

Cheating on an exam dropped 30%

Receiving a detention or suspension dropped 28%

Missing class without a legitimate excuse dropped 39%

Teasing someone because of race or ethnicity dropped 45%

Borrowing money without repaying it dropped 34%

Some of the other findings were:

Students reported improvement in every category of misdeed assessed

Teachers reported better student behavior toward others and authority
CHARACTER COUNTS! especially affected students in grades 1-6, and the more exposure per
month students had to CHARACTER COUNTS!, the better they behaved.

In 2004 the Josephson Institute of Ethics did a national survey of 24,763 high school
students.

Nearly two thirds (62%) cheated on exams

More than one in four (27%) stole from a store within the past 12 months

40% admit they “sometimes lie to save money”

Even though the students admit to doing these things 74% thought that their ethics were
higher than their peers. Almost 98% said that it was important to be a person of good character.
When asked if the people they knew would put them on a list for being an ethical person, 83% said
that at least half of the people would put them on a list. 92% said they were satisfied with their
ethics and character.

The “Six Pillars of Character”

Why just “Six Pillars of Character” and not another number? Most universal virtues fold
easily into the six. The “Six Pillars of Character” are trustworthiness, respect, responsibility,
fairness, caring, and citizenship. The standards of conduct that arise out of these values constitute
the ground rules of ethics, and therefore of ethical decision making. The “Six Pillars of Character”
help us detect situations where we focus so hard on one moral principal that we sacrifice another.
For example being trustworthy alone is not enough, we also have to be caring. You can follow the
letter of the law, but you also have to accept responsibility for your actions or your inactions. The
“Six Pillars of Character” can improve our ethical quality of our decisions, and that improves our
character and our lives.

Trustworthiness

16. What does trustworthiness mean?

Think of blue when you think of trustworthiness, like “True Blue”. Here are some ideas for
trustworthiness: honest; don’t cheat; don’t steal or be deceivable; be reliable; do what you
say you’ll do; courage to do the right thing; good reputation; loyal; and stand by your family,
friends, and country.

Respect

17. What does respect mean?

Think of yellow or gold when you think of respect like, the Golden Rule. Here are some
ideas for respect: be tolerant of differences; good manners; follow the Golden Rule; no bad
language; don’t threaten, hit or hurt anyone; be considerate of others; deal peacefully with
anger, insults, and disagreements.

Responsibility

18. What does responsibility mean?

Think of green when you think of responsibility like, being responsible for a garden or money, or solid like an oak. Here are some ideas for responsibility: persevere; keep on trying; do your best; self-control; self-disciplined; think before you act; and be accountable.

Fairness

19. What does fairness mean?

Think of orange when you think of fairness like, sharing an orange equally with someone. Here are some ideas for fairness: play by the rules; take turns; sharing; open-minded; listen to others; don't blame others carelessly; and don't take advantage of others.

Caring

20. What does caring mean?

Think of red when you think of caring like, a heart. Here are some ideas for caring: kindness; show compassion to others; express gratitude; forgive others; and help people in need.

Citizenship

21. What does citizenship mean?

Think of purple when you think of citizenship like, being regal. Here are some ideas for citizenship: cooperate; stay informed; vote; be a good neighbor; obey laws and rules; respect authority; protect the environment; and try to make the community better.

KLAMATH COUNTY'S TIME LINE

- MID-MAY:** Letter and packet to School Supervisors and Curriculum directors for later that year.
- MID-OCTOBER:** Call Schools and find out names of teachers and principals and number of 4th grade students. Hand deliver packets to each Principal and Teacher. Contact news media to get coverage of up coming contest.
- MID-DECEMBER:** Send follow-up letters to teachers to remind them of January 31st deadline.
- FEBRUARY 1st:** Call all schools to find out who has packets to be picked up. Pick up packets.
- FEBRUARY:** After packet pick-ups, check that they are all correct, check for parental permission slip, name on each piece, add score sheet for each student. Divide packets among judges. You want them back by the end of February.
- MARCH:** Find out from Youth Education Representative if she wants winners sent to her or wait until April Spring Board meeting. (Send **copies only**.) Contact Mall to arrange display of Essays and Artwork for May.
- MID-APRIL:** Start setting up appointments to present awards and ribbons and certificates to all participating schools. Inform teachers of display at Mall. Contact media to get them to cover the award presentations.
- MAY:** Set up display at Mall. Send copies of winners Essay and Artwork and photos to Youth Education Representative and to Editor of FCE Newsletter.

Questions Only

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12. Who should you contact first?

13. Who do you go to next?

14. When should you go back to the school with the contest rules and permission slips?

15. Why should FCE or the other Coalition members have contests and activities based on CHARACTER COUNTS!?

16. What does trustworthiness mean?

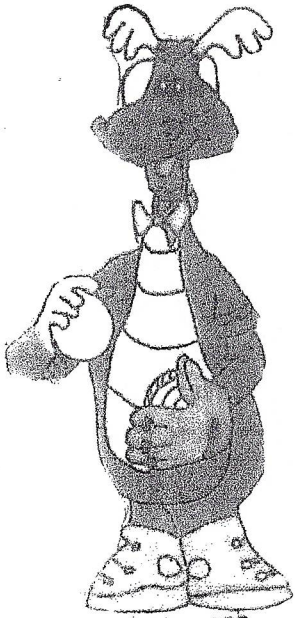
17. What does respect mean?

18. What does responsibility mean?

19. What does fairness mean?

20. What does caring mean?

21. What does citizenship mean?



Clarence
"caring"



Michael
"citizenship"

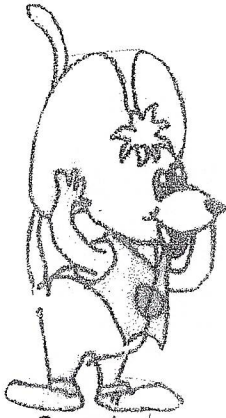


Webster
"responsible"

FOUNDATIONS FOR CHARACTER

MEMBERS HANDOUT

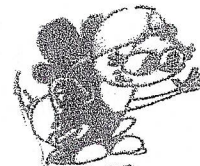
Written by
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Squeak
"fairness"



Icky
"respect"



Buzzee
"trustworthy"

**IDEAS FROM MICHAEL JOSEPHSON ON
CHARACTERS COUNTS
FROM THE JOSEPHSON'S INSTITUTE OF ETHICS**

GET PARENTS INVOLVED:

Parents have the prime responsibility to build character.

Children need to know that it is important in the Home, School and important when they go to apply for a job. One of the greatest responsibilities of parents, teachers and adults in society is to pass on ethical values and mold the character of the children entrusted to their care.

QUOTE FROM A TEACHER: from Michael Josephson's Chronicles

- “ I've come to a frightening conclusion, I am the decisive element in the classroom, My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous, I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. It is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

TEAM:

Stands for Teach, Enforce, Advocate and Model, and it sums up the basic strategy behind CC. In teaching, be sure to include not just facts, but knowledge, skills and attitudes related to the Six Pillars.

- Team, is a four-step process to infuse the organization's core values into everyday decision making.

A PERSON OF CHARACTER: Quotes

- Becoming a person of character is a lifelong quest to be better.
- A person of character has strong convictions, yet avoids self-righteousness.
- A person of character willingly faces fears and tackles unpleasant tasks.
- A person of character is not defeated by failure or dissuaded by disappointment.
- A person of character seeks true happiness in living a life of purpose and meaning, placing a higher value on significance than success.

We can't control what happens to us, but we can choose how to react.

Morality is not properly the doctrine of how we may make ourselves happy, but how we may make ourselves worthy of happiness.

Character, not circumstances, makes the person.

Booker T. Washington American Educator and Civil Rights Activist (1856-1915)

If you don't have enemies, you don't have character. Paul Newman, actor

Character is like a tree and reputation is like it's shadow. The shadow is what we think of it; the tree is the real thing.

Abraham Lincoln, 16th U.S. President (1809-1865)

Character is that which reveals moral purpose, exposing the class of things a man chooses and avoids

Aristotle, Greek Philosopher (384-322 BC)

BUSINESS ETHICS:

- Ethical principles are not simply factors to be taken into account, they are ground rules.
- Good organizations need good people, men and women of principle with the courage to do what needs to be done in an honorable manner even in the face of possible litigation or unpopularity.
- Two basic rules of management are, 1) whatever you allow, you encourage.
2) Whatever employees will do FOR you, they will do TO you.
- A company should not change its core values in response to market changes. Rather, it should change markets, if necessary to remain true to its core values.

REFERENCES:

www.charactercounts.org

www.whitehouse.gov

ACW in FCE Handbook

Michael Josephsons Institute of Ethics

www.commentary@jiethics.org

www.ccnews@jiethics.org

Here is another useful tool

NEWS COVERAGE:

Get the media involved in Character Counts. A child will see a friend's picture in the newspaper or on television and ask, "How can I get there too?" Our media coverage and mall displays have had a positive influence in teachers and students.

THE ASPEN DECLARATION ON CHARACTER EDUCATION

In July 1992, the Josephson Institute of Ethics hosted a summit conference in Aspen, Colorado. A diverse group of ethicists, educators and youth-service professionals convened to find ways to work together and boost their character-education efforts. The declaration that concluded this meeting would form the intellectual foundation for the CHARACTER COUNTS! Movement started by the Institute the following year.

1. The next generation will be the stewards of our communities, nation and planet in extraordinarily critical times.
2. In such times, the well being of our society requires an involved, caring citizenry with good moral character.
3. People do not automatically develop good moral character, therefore, conscientious efforts must be made to help young people develop the values and abilities necessary for moral decision making and conduct.
4. Effective character education is based on core ethical values rooted in democratic society, in particular, respect, responsibility, trustworthiness, justice and fairness, caring and civic virtue and citizenship.
5. These core ethical values transcend cultural, religious and socioeconomic differences.
6. Character education is first and foremost, an obligation of families and faith communities, but schools and youth-service organizations also have a responsibility to help develop the character of young people.
7. These responsibilities are best achieved when these groups work in concert.
8. The character and conduct of our youth reflect the character and conduct of society, therefore, every adult has the responsibility to teach and model the core ethical values and every social institution has the responsibility to promote the development of good character.

**U S SENATE RESOLUTION
PROCLAIMING CC! WEEK 1998**

Senate Resolution 176 (adopted June 24, 1998)

Whereas young people will be the stewards of our communities, Nation and the world in critical times, and the present and future well-being of our society requires an involved, caring citizenry with good character.

Whereas concerns about the character training of children have taken on a new sense of urgency as violence by and against youth threatens the physical and psychological well-being of the Nation.

Whereas more than ever, children need strong and constructive guidance from their families and their communities, including schools, youth organizations, religious institutions, and civic groups.

Whereas the character of a nation is only as strong as the character of its individual citizens.

Whereas the public good is advanced when young people are taught the importance of good character and that character counts in personal relationships, in school and in the workplace.

Whereas scholars and educators agree that people do not automatically develop good character and, therefore, conscientious efforts must be made by institutions and individuals that influence youth to help young people develop the essential traits and characteristics that compromise good character.

Whereas, although character development is, first and foremost, an obligation of families, the efforts of faith communities, schools, and youth, civic, and human service organizations also play a very important role in supporting family efforts by fostering and promoting good character.

Whereas the Senate encourages students, teachers, parents, youth, and community leaders to recognize the valuable role our youth play in the present and future of our Nation and to recognize that character is an important part of that future.

Whereas, in July 1992, the Aspen Declaration was written by an eminent group of educators, youth leaders, and ethics scholars for the purpose of articulating a coherent framework for character education appropriate to a diverse and pluralistic society.

Whereas the core ethical values identified by the Aspen Declaration constitute the 6 core elements of character.

Whereas the 6 core elements of character are trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Whereas the 6 core elements of character transcend cultural, religious, and socioeconomic differences;

Whereas the Aspen Declaration states, “ The character and conduct of our youth reflect the character and conduct of society, therefore, every adult has the responsibility to teach and model the core ethical values and every social institution has the responsibility to promote the development of good character”.

Whereas the Aspen Declaration states, ‘Effective character education is based on core ethical values which form the foundation of democratic society’.

Whereas the Senate encourages individuals and organizations, especially those who have an interest in the education and training of our youth, to adopt the 6 core elements of character as intrinsic to the well-being of individuals, communities, and society as a whole, and

Whereas the Senate encourages communities, especially schools and youth organizations, to integrate the 6 core elements of character into programs serving students and children.

Now, therefore, be it Resolved, that the Senate

- (1) Proclaims the week of October 18 through October 24, 1998, as “National Character Counts Week”. and
- (2) Requests that the President issue a proclamation calling upon the people of the United States and interested groups to embrace the 6 core elements of character and to observe the week with appropriate ceremonies and activities.

National Character Counts Week, 2004
By the President of the United States of America
A Proclamation

Individuals have the power to do much good, and great societies are built by knowing the difference between right and wrong. People of character strengthen our country through their daily actions. To help children fulfill their potential and build a more hopeful future for our Nation, we must continue to encourage and support the character development of our young people and support the institutions that give direction and purpose; our families, our schools, and our faith-based and community organizations.

Americans of all ages continue to inspire others with their compassion and decency by giving their time to faith-based and community organizations and bringing hope to others at home and around the world. The Senior Corps has more than 500,000 caring souls serving in its programs; the Peace Corps has grown to its highest number of volunteers in 28 years; and AmeriCorps will grow by 50 percent to 75,000 members this year. Almost two million students volunteer each year through the Learn and Serve America programs, which incorporate community service as a vital part of education. In addition, more than 1,300 communities have formed Citizen Corps Councils; over 10,000 communities have registered Neighborhood Watch programs; more than 27,000 Americans are serving in the Medical Reserve Corps; over 52,000 citizens have completed Community Emergency Response Team training; and there are more than 68,000 volunteers in the Volunteers in Police Service program. The true strength of America lies in the hearts and souls of its citizens, and these volunteers are making our country better and stronger.

NOW, THEREFORE, I GEORGE W. BUSH, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim October 17 through 23, 2004, as National Character Counts Week. I call upon public officials, educators, librarians, parents, students, and all Americans to observe this week with appropriate ceremonies, activities and programs.

IN WITNESS WHEREOF, I have hereunto set my hand this eighteenth day of October, in the year of our Lord two thousand four, and of the Independence of the United States of America the two hundred and twenty-ninth.

GEORGE W. BUSH

ACWW Resolution passed at the 2004 Triennial in Hobart, Tasmania
All members of ACWW are now required to work on this

RESOLUTION
ESTABLISHMENT AND FUNDING OF FORMAL
CHARACTER EDUCATION

In view of the acts of terror that are occurring, the vast numbers of people who are hungry and cold, the epidemic of AIDS, man-made famines and floods, as well as people in need all over the world, it is apparent that people need to be educated and re-educated in **ethical behavior**.

All cultures, religions and ethnic groups recognize universal ethical values. It is evident; however, that the universal ethical values of **trustworthiness (honesty), respect, responsibility, fairness, caring and citizenship** are not being formally taught or modeled.

Ethical behavior can be taught through educational curriculum and role-modeled by responsible adults-

Therefore be it resolved that:

ACWW and its member societies will work to increase worldwide social capital by encouraging the establishment and funding of a **character education curriculum** in schools and implementing **character education training programs** for adults for the express purpose of providing citizenship training, encouraging positive social and political relationships and renewing a sense of environmental responsibility.

Rationale; Good citizens are not born, but rather they become good citizens by being educated in the character values of **trustworthiness**, **respect**, **responsibility**, **fairness**, **caring** and **citizenship** practices. (These values are the **“Six Pillars of Character”**).

1. Environmental, social, political, educational and all other choices affecting worldwide social capital have consequences, either good or bad. **Character education** teaches adults and children that good citizens are accountable for their choices.

2. Environmental, social, political, educational and all other choices affecting worldwide social capital cannot be made without responsible participation by citizens. **Character education** teaches adults and children that good citizens are knowledgeable, involved and responsible in their participation.

3. **A formal character education curriculum** has been endorsed and funded in dozens of countries and can be learned, taught and role-modeled by responsible adults including teachers, parents and ACWW members.

**WHERE MIGHT YOU LOOK FOR DOLLARS TO SUPPORT
CHARACTER COUNTS!sm IN YOUR COMMUNITY?**

FCE State Enhancement fund
VFW, American Legion, Lion's Club, grants, individuals, FCE fundraisers
Shriners, Masons, Elks, Moose
Raffles
Local Businesses-donations
TV/Radio support
School Board
Bake sales, silent auctions
Ask for a share of gaming funds
Public donations
Church programs
PTA's
Fundraisers
Foundations
Network with other organizations
Service clubs; donations, grants, workers
Public programs
United Way
Booster clubs
Politicians
Public programs

HOW COULD YOU PROMOTE CHARACTER COUNTS!sm?

Essay and Artwork Contest
Set up displays (malls, schools, fairs)
Talk to: churches, schools, sports groups, after-school programs, referee/ umpire groups
Get grants to promote programs
Preschool/ daycare centers
Community funding to bring in speakers
Word of mouth
Newspaper articles
Church bulletins
YMCA/YWCA
Rotary, Elks, Masonic Lodge
Community/ town
PTA
Posters at Fairs/ businesses
Volunteer time/service/talents
Boy/girl scouts
Good example
Help at women's shelters
Volunteer in children's wards, hospital
Volunteer services at churches, schools
Town meeting
4-H
Parks and Recreation
Swimming pools
School newsletters
Present to local Headstart
Boys and Girls Clubs
Children's Hospital
Start in your home
Church youth groups

**HOW COULD YOU IMPLEMENT CHARACTER COUNTS!sm
IN YOUR COMMUNITY?**

Start with Essay and Artwork Contest
Approach principal of elementary schools
Put CHARACTER COUNTS! literature in backpacks to take home and share with family
Take presentation of CHARACTER COUNTS! to church preschool daycare centers
Place CHARACTER COUNTS! stories in local library children's reading rooms
Use it as a high school elective course
Present it to Chamber of Commerce and community organizations
Use it at family gatherings
Teacher's workshop days
Essay writings on character values
Get Tv/Radio sponsorship public service announcements
Get into schools
Volunteer
Talk to city leaders
Smile and say "hi" to all you meet
Be a role model
Have CHARACTER COUNTS! workshops
Displays at malls
Read to Children
Educate yourself and others
Advertise program
Co-operate with other organizations
"Character" books for newborns
Educate parents to read to kids
Work with other organizations that work with CHARACTER COUNTS!