A Recipe for Positive Change:

Essential Ingredients =
Character and Service-Learning

Presentation to the SEED School of Maryland

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EDUCATION
Achievement Matters Most

Objectives of this Presentation

- **To understand the what, why, and how of Character Education**

- **To understand the what, why, and how of Service-Learning in Maryland**

What is character education?

"Character education is the deliberate effort to cultivate virtue."

--Thomas Lickona

Character Matters (p. xxv)

Why character education?

"A child is a person who is going to **carry on** what you have started. He is going to sit where you are sitting and, when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but **how they are carried out depends on him**. He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities, corporations.

The fate of humanity is in his hands."

--Abraham Lincoln

Why character education?

"Fame is fleeting; popularity an accident; riches take wings. Only one thing endures: character."

--Horace Greeley

Why character education?

"Children are 25% of the population but 100% of the future. If we wish to renew society, we must raise up a generation of children who have strong character. And, if we wish to do that, we have two responsibilities:

- First, to model good character in our lives, and

- Second, to intentionally foster character development in our young."

--Thomas Lickona
Character Matters (p. xxiii)

Why character education?

"Our focus on character education has been a major component in the positive transition in our school. As you enter our school, office, staff lounge, classrooms, and playground areas, you can feel it—out school has been touched and enriched with character education!"

--Jim Watson, Principal, California

Definitions

- Community Service

- Volunteerism

- Internship

- SERVICE-LEARNING

What is Service-Learning

- Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning.

- Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. *Learning in Deed*
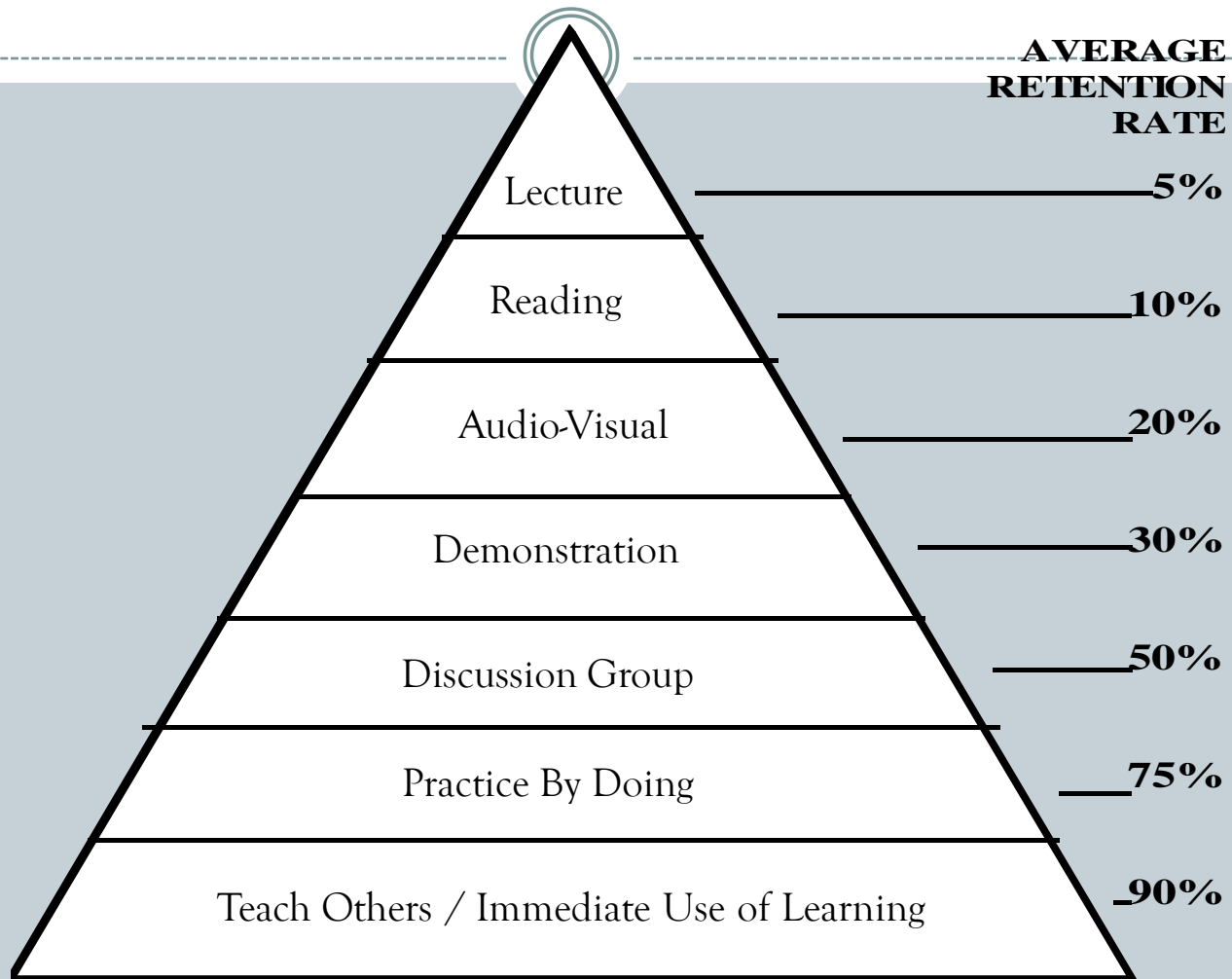
Impact of Service-Learning

*The Corporation for National and Community Service
has compiled recent research that shows
students who engage in service-learning experience:*

- Improved Academic Achievement
- Improved Academic Engagement
- Positive Civic Attitudes and Behaviors
- Enhanced Social and Personal Skills

LEARNING PYRAMID

AVERAGE RETENTION RATE

Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice By Doing	75%
Teach Others / Immediate Use of Learning	90%

National Training Laboratories – Bethel, Maine

SEED Character Traits

SEED Character Traits

- Compassion
- Empathy
- Self-discipline
- Self determination
- Respect
- Responsibility
- Integrity
- Perseverance

SEED Character Traits

Develop a Behavior Matrix of Character

RESPECT: *What does it look like?*

	In the classroom	In the hallways	In the bathroom	In the cafeteria	In the residence hall
Respect	-raise my hand	-walk on the correct side	-keep it clean	-speak respectfully to the cafeteria workers	-respect others' space
Responsibility					
Compassion					
Self-Discipline					

Behavior Matrix = Code of Conduct

- Use your behavior matrix as your class code of conduct.
- We need to explain why a particular behavior is wrong. Use that teachable moment!
- Why doesn't it work to be disrespectful?
- Give them a realistic scenario.
- Why doesn't it work to be irresponsible?
- Do you understand? Tell me what I said?

"To discipline is to teach…"

- We need to persevere in finding ways to discipline in a manner that builds character.

- Use as much energy to create an ethical environment as to prevent misbehavior.

- Discipline is not crowd control but character education with self-discipline as the aim.

Character Based Discipline

- When students act inappropriately, you need a framework for a PRODUCTIVE CONVERSATION. What principal of "responsibility" is involved here?

- It takes the "personal" element out of it and puts it on a social level.

Thoughts on discipline...

"Detention is one of the dumbest ideas I've ever seen. You just sit there. It doesn't help."

--Middle School Student, North Carolina

Design Discipline that Builds Character

- Buck Lodge Middle School in Adelphi, MD -1998 National School of Character

When students go to detention, they are asked to take out three sheets of paper...

Reflect while in time out or detention.

- Write a paragraph about why you are in detention.
- Identify 3 ways you could have handled this situation if you were acting in accordance with the character traits
- Tell about your best subject in school. Tell about your worst subject in school. How can you improve?
- **List 5 positive qualities about yourself.**
- Write 3 paragraphs about your life now and what you plan to be doing with your life ten years from now.
- Write a paragraph about how you have helped someone else become a better person.
- Will you be returning to detention? Write a paragraph explaining your answer.

Character Based Discipline

- If discipline is going to work, it must change the kids on the inside—their attitudes, the way they think and feel.

- Effective discipline must be character-based; it must strengthen their character, not simply control their behavior.

Modeling Character

"Character is not a spectator sport."

--John Agresto, Educator

The service you do for others is the rent you pay for the time you spend on earth.

-- *Muhammed Ali*

COMAR Regulation 13A.03.02.06

Students shall complete one of the following:

- 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or

- A locally designed program of student service that has been approved by the State Superintendent of Schools.

The Seven Best Practices of Service-Learning

1. Meet a recognized need in the community
2. Achieve curricular objectives through service-learning
3. Reflect throughout the service-learning experience
4. Develop student responsibility
5. Establish community partnerships
6. Plan ahead for service-learning
7. Equip students with knowledge and skills needed for service

Maryland State Department of Education
Service-Learning Units
*Aligned with the
Voluntary State Curriculum*

Unit Title	Primary Subject Area	Additional Subject Areas	Grade(s)	Type of Service–Learning Action
1. Animals in World Cultures	Language Arts	Social Studies, Art	7th	Indirect and/or advocacy
2. Assisting Citizens with Computers	Computer Tech. & Business Ed.	Language Arts	8th –12th	Direct
3. Bullying	Health	Science, Math, Language Arts	6th	Advocacy
4. Casey Cares – Helping Critical Ill	Reading & Language Arts	Art, Math, SS, Science, Health	8th	Indirect and/or Advocacy
5. Disability Awareness	Reading & Language Arts	Visual Arts, Health, Math	6th	Indirect and/or Advocacy
6 Lobbying Public Issues	Social Studies		9th & 10th	Advocacy

Unit Title	Primary Subject Area	Additional Subject Areas	Grade(s)	Type of Service-Learning Action
7. My Place in History	Reading & Language Arts	Visual Arts	7th	Direct, Indirect, and/or Advocacy
8. Native Species Restoration	Science/Ecology	Math, Technology, Engineering, LA	7th	Direct and/or Indirect
9. Natural Disasters	Science (Earth & Space Science)	Health	8th	Direct, Indirect and/or Advocacy
10. Nutrition and Fitness	Health	Math, Science, Language Arts	6th and/or 7th	Indirect and/or Advocacy
11. Read to Feed	Social Studies	Math, Language Arts, Science	7th	Indirect
12. Read to Me	Reading and Language Arts	Math, Visual Arts	6th – 8th	Direct, Indirect, and/or Advocacy
13. Reducing Energy Consumption	Science/Physics	Social Studies	6th and/or 7th	Advocacy
14. Special Olympics	Health/PE	Language Arts/Visual Arts	High School	Indirect and/or Direct
15. Supporting America's Military	Social Studies	Language Arts, Math	8th	Indirect

Native Species Restoration

Link

Project Walk Through

Resources

- MSDE's Website at www.mdservice-learning.org

- MSDE Materials (*Service-Learning Guidelines, Interdisciplinary Webs, 7 Best Practice Guide…*)

- The National Service-Learning Clearinghouse at 1-800-808-Serve

- MSDE Staff at 410-767-0358

You cannot do a kindness too soon,
for you never know how soon
it will be too late.

-- Ralph Waldo Emerson

We have to model character.

- Once we know what character traits we want our students to know, we have to show them what they are.

- A student's identification with and emulation of a caring, nurturing adult is a central part of socialization.

We have to model character.

"If you want students to be respectful, you have to model respect. You cannot teach where you do not go."

--Barbara Luther, Coordinator, Maryland State Schools of Character

Students look to us to learn what character is…

"To do well you must do good. And, to do good, you must first *be* good."

--Stephen Covey

Am I a teacher who models the character traits?

- Do I greet students by name and make eye contact with them?
- Do I come to class on time?
- Am I well prepared?
- Do I return work promptly?
- Do I treat students impartially and not show any kind of favoritism?
- Do I maintain civility and graciousness even under stress?
- Do I model patience?
- Do I refrain from talking negatively about students in the faculty room and elsewhere?
- Do I refrain from talking negatively about colleagues?
- Do I hold out high expectations that challenge all my students to do their personal best?

Model character…and see behavior improve.

- Model the character traits to bond with students. See the behavior in your classroom improve.
- When teachers bond with students, they increase academic learning and their influence on students' character.
- Make eye contact with students.
- Greet them as they enter the room.
- Use their name when addressing them.
- Speak to them respectfully.

The Power of Example

Research confirms that the "humanity of the teacher is the most important lesson in the character curriculum."

--Dr. Leslie Laud *How Good Teachers Nurture Character*

The Power of Example

"The most salient influences on students' character appeared to be the qualities that individual teachers embodied and modeled in the presence of children."

--Thomas Lickona, *Character Matters*

What the Research Shows

- The 1997 National Longitudinal Study of Adolescent Health interviewed 12,000 7th – 12th graders.

- When students feel connected to significant people in their lives, they are less likely to engage in behaviors that jeopardize their future.

- Second in importance to family connectedness is school connectedness.

- "In school, there is no greater motivation for students than the knowledge that at least one adult knows them well and cares what happens to them."

  --Jay Matthews, education writer

Character and Academics

"School records of character-based schools show consistent improvement in student achievement and behavior."

--Julea Posey and Matthew Davidson, *Character Education Toolkit* (p.121)

Thoughts on character…

"Schools have long had three core tasks: to prepare young people for the world of work; to prepare them to use their minds well, to think deeply; and to prepare them to be thoughtful citizens and decent human beings."

--Theodore and Nancy Sizer

Will academics improve?

If we do character education, will academics improve? Yes.

1. The schools' character education program improves the quality of human relationships—improving the environment for teaching and learning.

2. Character education includes a strong academic component that teaches the skills and habits of working hard and making the most of education.

Character and Academics: What the research shows

- California's Developmental Studies Center—A three-year study compared 12 elementary schools implementing a comprehensive character education initiative.

- Students in program schools were significantly superior in classroom behavior, academic motivation, and reading comprehension, which carried on into middle school.

- They continued to show superiority in conflict resolution and in academic measures (grade point averages and standardized test scores).

So how do we bring it into the classroom?

- **English** — Is the main character in the story acting responsibly?
- **Science** — Emphasize respect for the environment, care in collecting data, and truthfulness in reporting data.
- **Social Studies** — Discuss how a historical figure's choices affected history, e.g., Did this figure make ethical decisions?
- **Foreign Language** — Show respect for all cultures; foster a global perspective; discuss how a country's actions affect other countries.
- **Art and music** — Discuss the self-discipline needed for creative work, copyright rules, and the power of aesthetic endeavors to lift the human spirit.
- **Math** — Emphasize the importance of accurate statistics used in a truthful manner.

How do you bring it into your classroom?

Identify "teachable character moments."

Parent Component

- From *Character Education by Design...*
  - Effective school-parent communication facilitates the character education process.
  - Parents are trained to promote the character education initiative at home and in school.
  - The parent involvement program includes parent forums, school social activities, volunteerism, and parent education workshops.

Thoughts on parenting…

"Parents are powerful people. The worst mistake they can make is to underestimate their influence."

--A rabbi

Raise Children of Character

"Helping parents become good parents is the single most important thing a school can do to help students develop strong character and succeed academically."

--Thomas Lickona, *Character Matters*

Raise Children of Character

Survey for Parents

- Do I talk to my child respectfully?
- Do I expect my child to talk to me respectfully?
- Do I have a zero tolerance policy for disrespectful speech?
- Am I an authoritative parent: Do I direct my child firmly, consistently, and rationally?
- Do I spend quality time with my child?
- Does my child know that I love him/her?
- Does my behavior provide a good example for my child? How do I treat others? Handle difficult situations? Disagree with others?
- Do I provide a safe environment for my child?
- Do I take time to answer my child's questions and provide any explanations needed?
- Do I discipline wisely?
- Do I teach my child to solve conflicts fairly?
- Do I see myself as a positive influence on my child's character?

Imagine that your child will be asked one day...

"How did your parents influence your character?"

What do you hope he or she will say?

Why character education?

"There is increasing evidence that students who attend schools who emphasize character are more socially competent, are less likely to engage in violence-related problem behaviors and are more academically engaged and successful."

Maurice J. Elias, Mary Utne O'Brien, Roger P. Weissberg

What will you remember & apply?