

Return to Learn: Respect

Every school stakeholder – students, parents, educators, and administrators – have a key role in the success of each school year. How well these stakeholders work together and treat each other with respect ultimately determines how successful the year will be.

A Compact for Excellence is a simple tool to help groups of people agree on what they need to do in order to do their best work and treat each other with care and respect. To use a Compact, create a list of expectations (see sample below) that outline what every stakeholder needs to do in order to ensure their best work can be done and everyone is treated well.

Then, ask all stakeholders the following questions:

1. Is there anything else that needs to be added to this list?
2. Is there anything that needs to be clarified?
3. Is there anything that you cannot or will not do?
4. Do we agree to work with these guidelines?

COMPACT FOR EXCELLENCE

In order to do our **best work** and treat each other with **respect and care**,
we each agree to/not to:

- » 1) Assume best intentions – everyone is doing their best to make the right decision in a constantly changing situation
- » 2) Focus on both academic growth and student mental health
- » 3) Maintain clear and open lines of communication
- » 4) Prioritize health and safety by following current guidelines
- »



Adapted from Lickona & Davidson (2005).

© 2020 Excellence with Integrity Institute | www.ewi.org

Respect for Educators: At the beginning of each school year, educators set classroom rules and expectations. This year is no different, but due to the COVID-19 pandemic you may need to update these expectations to address online learning, following health guidelines at school, or even create a Compact with parents and families so all stakeholders have clear guidelines for how everyone can do their best work and treat each other with care and respect.

Respect for Students: Whether working at home, in school, or in a hybrid setting, think about what is needed for you to do your best work and treat others well (teachers, parents, siblings, other students, etc.). Create a Compact for Excellence that outlines what all parties agree to do in order to do your best work and treat each other well, no matter the environment. You can also create a Compact with your group before beginning a new group project.

Respect for Families: Create a Compact for Excellence with your children that outlines how you will work together to ensure that everyone can do their work effectively and treat each other well. Agreements could be: 15-minute active break for every 60 minutes of work, only engage on social media during breaks, negotiate who utilizes work spaces (at home), maintain social distance and wear a mask (if back at school), and so on.

Download a Compact for Excellence

Learn more about character education.

Return to learn: Trustworthiness

This year, perhaps more than any other, parents, educators, and students are making incredibly challenging decisions. It's important in these moments to assume best intentions, and trust that everyone is trying to do what they think is right and necessary to ensure a safe and impactful education experience.

In situations where there isn't a clear and obvious answer, it's useful to have a tool, like the Integrity-in Action Checklist, to help check our decision-making. Not every decision will pass each test below. Sometimes, the right decision isn't fair to everyone, for example. However, checking your actions against the Integrity-in-Action Checklist can help ensure that you make good choices and maintain trust.

INTEGRITY-IN-ACTION CHECKLIST

Would my decisions pass each of these tests?	Yes	No
Golden Rule Test: If the situation was reversed, is this how I would want to be treated?	<input type="checkbox"/>	<input type="checkbox"/>
Fairness Test: Is this fair to everybody involved in and affected by my actions?	<input type="checkbox"/>	<input type="checkbox"/>
Truth Test: Does this represent the whole truth — no distortions, omissions, or spin?	<input type="checkbox"/>	<input type="checkbox"/>
Conscience Test: Would I feel good about this afterward — no regrets, no guilt?	<input type="checkbox"/>	<input type="checkbox"/>
Role Model/Mentor Test: Would the people whose integrity I respect most be proud of this?	<input type="checkbox"/>	<input type="checkbox"/>
Front-Page Test: Would I want this reported on the front page of the newspaper?	<input type="checkbox"/>	<input type="checkbox"/>
Consequences Test: Would this lead to positive consequences and avoid negative consequences now and in the future?	<input type="checkbox"/>	<input type="checkbox"/>
What-If-Everybody-Did-This Test: Would I want to live in a world where everybody did this?	<input type="checkbox"/>	<input type="checkbox"/>
Guiding Beliefs Test: Would this be supported by the philosophical, religious, political, and/or ideological worldviews guiding my life?	<input type="checkbox"/>	<input type="checkbox"/>

What if it's still not clear what to do?

1. Stop!
2. Think it over some more.
3. Seek additional insight from individuals whose integrity you respect.



Adapted from Lickona & Davidson (2005).

Trustworthiness for Educators: Even people with the best of intentions can sometimes make the wrong decision, especially when navigating the countless changes created by a global pandemic. As you work to bring students back to the classroom safely, or migrate your lessons to online delivery, use the Integrity-in-Action Checklist to make sure the choices you make are thoughtful and build trust with students, parents, and your colleagues.

Trustworthiness for Students: Students can use the Integrity-in-Action Checklist to help them make choices that could impact the health and safety of others. ("Is it fair to my classmates if I don't follow guidelines to help stop the spread of COVID-19?") Likewise, students working remotely can use the checklist to help make good decisions about how they engage with school. ("Do I want others to know that I was watching TV rather than paying attention to this online lesson?")

Trustworthiness for Parents: The decisions parents make in the best interest of their child also impact the health, safety, and learning experiences of everyone else at school. Use the Integrity-in-Action Checklist to make sure the decisions you make are not only good for your children, but the teachers and other students with whom they interact. In addition, families can use the checklist to help guide the decisions their students make. “I know it’s uncomfortable to wear a mask, but let’s look at the truth test. While the mask is uncomfortable, the truth is I can wear it, get used to it, and keep myself and others safe.”

Download an Integrity-In-Action Checklist

Learn more about character education.

Setting Goals (Grades K-5)

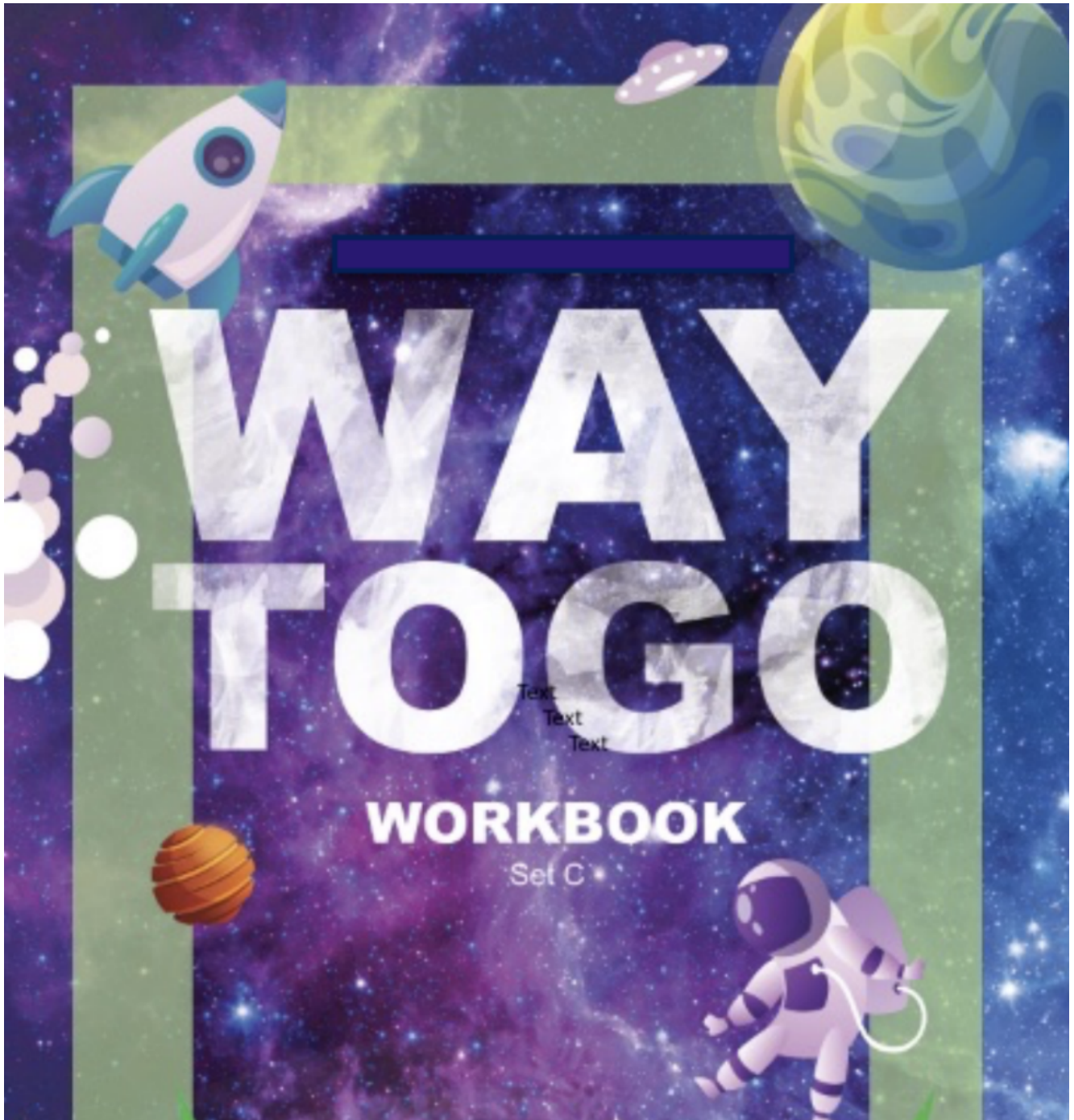
This lesson is designed to give students a chance to create a plan, execute it and then reflect on their experience to improve results for the future.

Building Trust (Grades K-5)

Students develop and demonstrate the character trait trustworthiness. They understand that trust is an essential ingredient in meaningful and lasting relationships as well as school and career success and they strive to earn the trust of others by demonstrating the ethical virtues of integrity,

honesty, promise-keeping and loyalty.

Way To Go Lesson Plans



CC! can help schools with a resource to provide online lessons for use during this time that schools are closed.

Teachers can share with students a 10-12 minute lesson incorporating compelling images, quotations and thought-provoking short writing and discussion activities that focus on each of the three core domains of student development: academic, social/emotional and character.

We are providing a number of these lessons free to any teacher that would like to incorporate character into their online learning experiences.

Elementary School Way To Go Lessons

Middle School Way to Go Lessons

High School Way to Go Lessons

Learn more about character education.

Protecting the Environment (Grades K-5)

There is so much power in the actions of one person. This lesson is designed for students to understand the impact of being an engaged citizen of their community. Citizenship is more than voting and obeying laws. It involves individuals taking responsibility for their duty to protect the environment. This lesson gives students time to discuss solutions to problems they see in their communities around the environment.

Caring for Others (Grades K-5)

Download a PDF of this game card.

Character Education Objective:

- Students will engage in conversation with another student to talk about their own experience with random acts of kindness

Content Goal:

- Students will be able to understand their moral duty to care for one another.

Language Goal:

- Students will journal about the personal benefits of performing random acts of kindness.

Purpose:

Random acts of kindness are some of the simplest ways to say you care. Not only do these acts benefit those who need it, but it has a huge benefit for those performing those acts. When you care for others, your own happiness levels increase! Filling the bucket of someone else also helps to fill your own. This lesson is designed for students to engage in random acts of kindness throughout the day and allows classrooms to celebrate those acts in a fun and exciting way!

Lesson:

1. Watch: <https://www.youtube.com/watch?v=nwAYpLVyeFU>
2. Ask students to find a partner and answer the following questions:
 1. What are some random acts of kindness you have seen?

1. How does it feel to have someone do something kind for you?
1. How does it feel to do an act of kindness for another person?
3. As a class, complete the empty squares on the Random Acts of Kindness Bingo with actions specific to your day.
4. Decide on the classroom celebration when you complete a bingo.
5. Play Random Acts of Kindness Bingo!
6. Have students journal about how it felt to do acts of kindness for others and the benefits you feel of being the one who helps.


Family Connection:

Encourage families to watch the following video: <https://www.youtube.com/watch?v=nwAYpLVyeFU>.

Ask families to create a list of possible random acts of kindness they could do as family. Plan to do one act every month. This website could help families think of some good ideas:

<https://www.care.com/c/stories/3757/101-random-acts-of-kindness-ideas-to-practice/>

CLASSROOM RANDOM ACTS OF KINDNESS BINGO

	Cheer someone on			
		Give a compliment		Offer to help someone
Let someone go first				
			Sit with someone new	
		Clean up someone else's mess		



The Robert D. and Billie Ray Center

Learn more about character education.

Fairness in the Classroom (Grades K-5)



Character Education Objective:

- Students will discuss the impact of unfair practices in the classroom. They will problem solve to make the classroom more equitable.

Content Objective:

- Students will define fairness and work towards making their community a fairer place.

Language Objective:

- Students will journal about personal experiences around fairness.

Purpose:

Fair does not always mean equal and that can be a difficult concept for children. This lesson is designed to help students

understand that fairness is everyone getting what they need and not simply everyone getting the same thing. It will also allow your students to identify, discuss and problem solve ways the classroom can be fairer for all students.

Lesson:

- Ask the students “what does fair mean?” Watch “Build Character Build Success: FAIRNESS” video <https://www.youtube.com/watch?v=AqPeMprcEDw>
- Discussion Questions
 - Would it be fair for the four students in the video to all take the same test with the items they first had?
 - Why is it fair that the last student was given two items?
 - What does fair actually mean?
 - How can you determine if something is fair or not?
 - What might be unfair in our classroom?
 - How could we make our classroom fairer?
 - How would making our classroom fairer impact all of us?
- Journal Write/draw about a time when things were unfair for you. What would have made it fair for you? Would that have been fair to everyone else involved?

Family Connection:

Encourage families to create a compact of how they will treat one another fairly at home. In order to create the compact, discuss the following:

- What does fairness mean in our house?
- What does fairness look like?
- How will we act if things are unfair?
- How will we resolve unfair situations?

Once you decide how your family will treat each other fairly at home, write down the plan. Ask everyone in the family to

sign the compact of fairness.

Choosing Our Words (Grades K-5)



Character Education Objective:

- Students will learn the power of the words they say to one another.

Content Objective:

- Students will create classroom expectations around the words they will use with one another.

Language Objective:

- Students will share out ideas about what responsibility sounds like.

Purpose:

Our words have the power to build others up or tear them down and we have to be accountable to the consequences of the words we say. Sometimes when students make the mistake of using their words to harm in moments of frustration or anger they believe that an apology will smooth it all over, but the damage is done. Below is a powerful lesson of how we cannot go back and undo the harm we have done, so we have the responsibility to choose our words wisely.

Lesson:

Paper Words (10 min)

Before the activity, prepare the materials. Each student will need one clean sheet of paper

1. Ask the students to study the clean sheet of paper. Make a big deal about how smooth and clean it is.
2. Ask the students to put the paper on the ground. Tell them to imagine a friend taking something that is theirs. Ask them how they would feel. Tell them to begin to stomp on the paper to show how angry they are. Explain that sometimes when we are really frustrated we use words out of anger. Each stomp is a negative thing we say to one another.
3. Ask the students to pick the paper up and say now imagine a friend tells you that you cannot play with them. Ask them how they would feel. Tell them to begin to crumple the paper into as tight of a ball as possible in their frustration.
4. Ask the students to open the paper back up and smooth it out to how it started.
5. Now, ask the students if it sometimes feels good to say something mean when someone upsets them. Talk about how

we have the responsibility to use our words kindly, even when we are angry. Our friend in the scenarios was not kind, but our words in anger altered that paper to the point where it would never return to normal.

6. On the white board, draw a chart with two columns. Discuss that you will be coming up with ideas of the words you can use in frustration, instead of saying negative things. On one side, write “words we will say” and on the other write “words we will not say.” Ask the students to come up with both. Describing what it does not look like is just as important as describing what it looks like.
7. Explain that the class will abide by these words when there are frustration or anger with one another and that we will not use the negative words.

Family Connection

Encourage families to watch Words Matter: <https://www.youtube.com/watch?v=x1ZGijbp9go&list=PLkhTlECZJKgcyq06YGfuGyxhceC32iSio&index=7&t=0s>

Give the following prompts to discuss as a family:

- Has there been a time when someone hurt you with their words?
 - How do you tell someone you are frustrated or angry without using negative words?
 - What words will we say in our family when someone has hurt us? What words won't we say?
-

Interpersonal Skills (Grades K-5)



Character Education Objective:

- Students will discuss how connection increases communication and collaboration.

Content Objective:

- Students will discuss what the Six Pillars look like in them, their friends and the people they admire.

Language Objective:

- Students will journal about how they can actively work to connect with one another.

Purpose:

Including intentional connection time with your students is a great way to show the importance of connecting with one another. When we are connected we communicate better, collaborate more successfully and assume better intentions in one another. We often think of connection as something to check off the list at the beginning of the year a getting to

know you activity, but in reality it is something that needs to happen regularly. The following activity will allow students to connect over character traits they see in themselves and those that are important to them.

Lesson

- Watch “Six Pillar Shuffle” and encourage the students to dance along.
- Electricity Split the students in two equal groups. Each group will be a team. Encourage them to get together and create team names. One team will get in a line standing shoulder to shoulder and all facing one way. The other team will get in another line shoulder to shoulder and facing the other team. The lines should be a few feet apart. There should be an aisle between the lines.
- If students point directly in front them, they should be pointing at only one student and one student should be pointing at them. This is their partner for the first round. Have students discuss the following question with their partner: What’s your favorite cartoon character? Now, students will play a game to get their next partner. To set up, you keep the teams in their lines and determine which side will be the start and which side will be the end of the line. At the end of the line, place an item on the ground evenly between the last two players of each team. The game is passing a high five down their team’s line from the starting side until it gets to the last person. The only rule is that you may not pass the high five until the high five is given to you.
- Once the high five hits the last person then the last person will grab the item from the ground. The first team to grab the item is the winner. The team that lost will move one person to the left. The person on the furthest left spot will walk down the aisle to the other end of the line. If you want, encourage the students to

do a little Six Pillar Shuffle down the aisle! This should give students a new partner. With their new partner, have students discuss: What makes a person trustworthy? Have the students get ready to pass along the high five again.

- Once the winning team is determined, have the team that lost move one to the left again. This will give the students a new partner. Have the new partners discuss a question and then repeat the game and questions until you have answered all of them: How do you respect your friends? Who is someone in your life you think is responsible? Why? Was there a time in your life when something was unfair? How did you handle that? How has someone show you they cared for you? Who is someone you admire that shows good citizenship?
- When the game is done, talk about the power of connection. When we do these games, we are connecting with one another and finding things we have in common or how we think similarly. When we find that connection with someone we are kinder, more respectful and work better together. It's important to take the time to connect with each other and it doesn't always take a game. Encourage students to take the time to connect to someone they don't know well during lunch, recess, group projects or collaboration times in the classroom.
- Have the students journal about ways they can make connections throughout the day. Connection is not something you can do just once and check it off the list. It must be done continually. Connection is also something that doesn't always come naturally and sometimes needs to be intentionally planned. During this journaling time, you should encourage students to think about those two things and how they will work in connection into their day more frequently.

Family Connection

Give a brief overview of the importance of connection. Encourage families to watch a video about the power of connecting with those who may look and think differently than you: <https://www.youtube.com/watch?v=sQuM5e0QGLg>

Give the families the following prompts to connect around character development:

- What makes a person trustworthy?
- How do you respect your friends?
- Who is someone in your life you think is responsible? Why?
- Was there a time in your life when something was unfair? How did you handle that?
- How has someone show you they cared for you?
- Who is someone you admire that shows good citizenship?

Learn more about character education.