



Character Education 1: Building Character Through Reading and Writing

Strand: Culture and Climate

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with National Staff Development Council Standards, and resources that are included in print and electronic form.

Strand: Culture and Climate

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify activities that will build student character.
- Discuss the effectiveness of reading and writing activities in building student character.
- Apply new knowledge of how to build character through reading and writing activities.

National Staff Development Council Standards:

- (Context) Requires skillful school and district leaders who guide continuous instructional improvement.
- (Process) Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- (Process) Uses multiple sources of information to guide improvement and demonstrate its impact.
- (Process) Uses learning strategies appropriate to the intended goal.
- (Process) Applies knowledge about human learning and change.
- (Content) Prepares educators to understand and appreciate all students; to create safe, orderly, and supportive learning environments; and to hold high expectations for their academic achievement.

Resources in This Module:

- Handouts
 - Handout: Reading and Writing Activities That Build Character
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Character Education
2. Reading and Writing Activities

Subtopics:

1. Character Education

- a. What is Character?
- b. What is Character Education?
- c. Teachers' Responsibilities
- d. How Character Education Affects Students

2. Reading and Writing Activities

- a. Getting to Know You
- b. Better Day Big Books
- c. Verbalizing Accomplishments
- d. Help Me Tell a Story
- e. Character Adjectives and Illustrations
- f. Community Portraits
- g. Becoming Good Citizens
- h. Doorways to Success
- i. Including Quotations in Writing Assignments
- j. Student Mentors
- k. Conquering Stage Fright
- l. Recognizing Attitudes that Lack Compassion
- m. Feelings Journals
- n. How Adjectives Convey Feelings
- o. *Where the Red Fern Grows*
- p. Truth and Lies in Print

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

| Section of Presentation | Slide # | Timing (mins) |
|--|---------|---------------|
| Getting Started | | |
| Introduce self, co-teacher, participants | 1-2 | |
| Explain materials issued to participants | | |
| Cover objectives (from Workshop Overview) | 2 | 10 |
| Topic 1 – Character Education | | |
| | 3-6 | 20 |
| Discussion Point – Why is character education important? | | |
| | 7 | (10) |
| Topic 2 – Reading and Writing Activities | | |
| | 8-15 | 60 |
| Activity – Getting to Know You | | |
| | 9 | (20) |
| Break | | |
| Topic 2 – Reading and Writing Activities (Continued) | | |
| | 16-27 | 80 |
| Activity – Let's Practice | | |
| | 16 | (20) |
| Discussion Point – Character Education Methods in the Classroom | | |
| | 27 | (10) |
| Closing Thoughts | 28 | 5 |
| Total of 2 hours and 55 minutes (not including break) | | |

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 7

PDXPERT CHARACTER EDUCATION

How Character Education Affects Students

- Risk behavior.
- Pro-social competencies.
- School-based outcomes.
- General social-emotional functioning.

-Berkowitz and Bier

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Marvin W. Berkowitz, PhD, and Melinda C. Bier, PhD, have researched the effectiveness of character education in schools. They identified these four major categories of ways in which students are affected by character education. Each of these four broad categories consists of more specific topics.

Risk behavior includes knowledge and beliefs about risk, drug and alcohol use, sexual behavior, protective skills, violence and aggression, and general misbehavior.

Pro-social competencies consist of socio-moral cognition, personal morality, pro-social behaviors and attitudes, communicative competency, character knowledge, relationships, and citizenship.

School-based outcomes include school behavior, attachment to school, attitudes toward schools and teachers, and academic achievement, skills, goals, expectations, and motives.

General social-emotional functioning includes self-concept, coping, problem-solving skills, emotional competencies, independence, and initiative.

While it's worth being aware of these formal areas of character education, we won't be returning to these today. Instead, we'll be talking in terms of more recognizable, day-to-day character qualities or traits within these categories—traits such as friendliness, kindness, self-discipline, and self-esteem.

“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Circle the character education activities in the list below that you have used in your classroom.

Read stories that teach moral values.

Allow students to write journal entries about values.

Encourage students to share their things with others.

Teach the importance of the roles of each member of the community.

Discuss different values and virtues with students.

Allow students to settle their own conflicts and arguments.

Organize classroom plays and skits to encourage self-confidence.

Assign students to do group work to encourage friendliness.

2. Are there any problems with character education that the workshop did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, how could you find the answer?

3. Consider situations outside of the classroom where you could apply the techniques on building character that you have learned. How are these situations similar to and different than situations in the classroom?
