

TRAINING GUIDE

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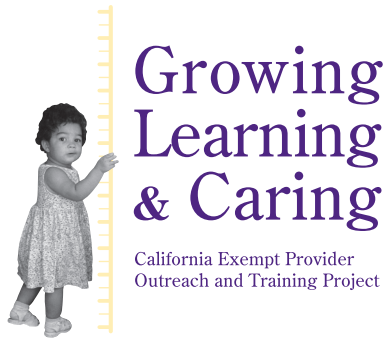


Growing Learning & Caring

California Exempt Provider
Outreach and Training Project

Workshop

Character Education



TRAINING GUIDE

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& Referral Network

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Character Education

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TRAINING GUIDE OVERVIEW

Welcome to the *California Child Care Resource & Referral Network License Exempt Training Project*. The purpose of this *Training Guide* is to help you organize your training. It is a helpful tool filled with information, resources and suggestions. Take the time to become familiar with all the sections of this *Training Guide* and how they are organized. The workshop sections include a sample agenda with a list of activities that vary depending on the length of the training and the size of the group. The length of an activity depends on the time it takes for participants to engage in the activity, understand the concept, ask questions, add comments, and debrief the experience. Adjust your agenda according to the needs of the group. If time is limited, you may have to make some decisions about which key concepts you would like to discuss and which activities support the learning. Each of the activities builds on others, but can also stand alone.

It is recommended that each workshop open with a registration, a pre-assessment, and a welcome with introductions. The agenda should also include a break, a closing and an evaluation. This guide can be followed as is, or it can be adapted to your personal training style and group. You know yourself and your community best, so plan accordingly.

TRAINER'S PREPARATION

Background

Before embarking on the first training, the trainer must be familiar with the License Exempt Training Project. The trainer should have an understanding of the differences and similarities between licensed family child care providers, license exempt providers, nannies, and babysitters. The trainer should also be familiar with the group and know how many people will be participating.

The trainer should be familiar with the *Training Guide* for the *Character Education* workshop, each of its sections, and additional resource materials listed.

Materials

The trainer should allow plenty of time to gather training materials for all of the selected activities, collate packets, review any videos, and cue them to the appropriate section.

Space

The trainer should confirm the space ahead of time, get directions to the training location. It's best to arrive at least one hour ahead of the scheduled time to arrange the space to suit the needs of the workshop. This allows time to create an inviting environment that might include: pictures, quotes, tablecloths, quilts, flowers, books, raffles and/or door prizes.

Equipment

Bring or request a easel and chart pads, overhead or LCD projector and screen, TV and VCR. Check to make sure that the equipment is working and that an extension cord is available. Be sure to secure and cover loose cords, eliminating tripping or other types of hazards.

TRAINER'S PREPARATION

Thinking About the Adult Learner

Adult learners come with a wide range of experiences and background knowledge. They bring their own expectations, skills, culture, creativity and motivation to the training experience. They also bring their own concerns, fears, pressures and biases. They may have barriers to learning, such as health issues, disabilities, or previous negative learning experiences. Adult learners also have varying literacy levels and language skills. For these reasons, the facilitator has a responsibility to make the training respectful and relevant to their needs. The trainer should:

- Create a safe and nurturing physical and emotional environment.
- Develop a “Safety Contract” that establishes some ground rules for participation.
- Make the information clear and applicable to their needs.
- Allow for mutual, respectful sharing of ideas, knowledge and concerns between participants and you.
- Listen carefully; be completely present.

Thinking About Facilitation

The role of the facilitator is to create a sense of trust, openness and purpose during the training experience. The trainer should plan and prepare the content, schedule, materials, and the physical environment. The trainer should:

- Adhere to the “Safety Contract” developed by the group. Redirect participants if necessary (an example of a safety contract is included in each workshop).
- Allow for dialogue and exchange of ideas between participants. Keep the dialogue relevant and focused on the subject. For example, *“That’s a good point. It will take more time to discuss it than we have allowed. Let’s wait to discuss that at the end.”*
- Ask open-ended questions to encourage dialogue. (Examples: *“Will you tell me more about...?”*, *“What are some reasons for...?”*, *“What are some examples of...?”*, *“What have you tried and how has it worked for you?”*)
- Expand on the participants’ knowledge by sharing information, resources and materials. (Examples: *“I wonder if you’ve also thought about...”*, *“Another issue to consider might be...”*)
- Make the workshop an interactive, guided learning experience. (There are examples of interactive learning activities throughout the *Training Guide*.)
- Monitor the agenda and adjust as needed. (There are sample agendas in each workshop.)

THE GROWING, LEARNING & CARING PROJECT

Workshop



Character Education

OVERVIEW

Character Education provides an overview of twelve guiding principles of character: adaptability, compassion, contemplation, courage, honesty, loyalty, initiative, perseverance, optimism, respect, responsibility and trustworthiness. These principles mean different things to different people. Because they are deep-rooted, and based on personal experiences, they can greatly influence the way one sees themselves and interacts with others and their environment. The workshop explores practical strategies for building on children's positive dispositions and urges participants to reflect on their family, cultural, and personal values and strengths. The activities provide a framework for participants to define what these principles, and character in general, means to them. Building on a collective foundation, the workshop provides an overview of different philosophies and approaches to supporting children in their development of exceptional character.

GOAL

To provide an overview of character education and explore strategies to support children's development by building on individual, family and community strengths

OBJECTIVES & MATERIALS

LEARNING OBJECTIVES

Participants will:

- Gain an understanding of character development and twelve guiding principles.
- Have an opportunity to reflect on personal beliefs, values and biases.
- Learn about other people's values and strengths.
- Identify ways to build on individual, family and community values and strengths.
- Gain an understanding of the role that character education plays in the development of the whole child.
- Learn how to promote healthful, positive strategies that support the development of the whole child.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR
- Overhead or LCD projector with laptop
- Easel with chart pads or white board
- Training folders for *Character Education*
- Overhead transparencies for *Character Education*
- Sign-in sheets and nametags
- Sticky notes
- Index cards
- Drawing paper
- Markers, pens, pencils and crayons
- Materials specifically related to each activity

BACKGROUND RESOURCES

The complete information on the background resources listed below can be found in the bibliography at the end of the *Trainer's Guide*.

Books:

- Gartrell, Dan. *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. 2004.
- Kohn, Alfie. *Unconditional Parenting: Moving from Rewards and Punishments to Love and Reason*. 2005.
- Levin, Diane E., Ph.D. *Teaching Young Children in Violent Times: Building a Peaceable Classroom, Second Edition*. 2003.

California Department of Education publications

- *California Preschool Learning Foundations (Volume 1)*. (PLF) 2008.
- *The Infant/Toddler Learning and Development Program Guidelines*. (ITG) 2006.
- O'Connell, Jack, State Superintendent of Public Instruction. "The Role of Character Education in Public Schools." State of Education Address, 2007.

Articles

- National Association for the Education of the Young Child. "The Visible Empathy of Infants and Toddlers." 2006.
- National Association for the Education of the Young Child. "Why children's dispositions should matter to all teachers." 2007.

Videos

- *Raising Cain: Exploring the Inner Lives of America's Boys*. 2006.
- *The Power of Play*. 1998.

Note: The California Department of Education publications will be referenced throughout this document as PLF and ITG.

SAMPLE AGENDA

Workshop Length: 2 hours

SUGGESTED TIMELINE

**Registration, Introductions, Pre-Assessment,
Warm-Up and Safety Contract** 20 minutes

- Registration and Housekeeping Items (Activity 1)
- Introductions and Pre-assessment (Activity 2)
- Safety Contract (Activity 3)
- Warm-up Activity: *Defining Character Development* (Activity 4)

Activities: Choose from the following: 40 minutes

- Adaptability (Activity 5)
- Compassion (Activity 6)
- Contemplation (Activity 7)
- Courage (Activity 8)

Break 5 minutes

Activities: Choose from the following: 40 minutes

- Honesty and Loyalty (Activity 9)
- Initiative and Perseverance (Activity 10)
- Optimism (Activity 11)
- Respect (Activity 12)
- Responsibility and Trustworthiness (Activity 13)

Summary, Closing, Evaluation (Activity 14) 15 minutes

Note: There may not be time to do all the activities.

ACTIVITIES



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and review policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Markers and pens
- Nametags
- Folders for *Character Education Workshop*

As the participants come into the room, greet them, ask them to sign in and, if they wish, make a personalized name tag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To allow participants to establish a foundation and background for the topic

Materials Needed

- Chart pad or dry erase board
- Markers
- Sticky notes

Opening Statement

Offering an opportunity for participants to define the word and establish a common ground will allow for clearer discussions. This process is especially critical, since the topics are subjective and may have different interpretations, based on people's experiences.

Pre-Assessment

Conduct an informal pre-assessment by asking participants to introduce themselves and answer the following questions:

- What attracted you to this session?
- What do you expect to learn from this session?

Brainstorm

At the beginning of each activity, write the title of the activity on the board or a dry erase board; for example, for Activity 6, write “*Compassion.*”

Encourage participants upon registration to write one word that comes to mind when they hear that word. They may write it on a sticky note or on the pad. Explain that there is no ‘right’ or ‘wrong’ answer.

Offer to write words on the board for people once the workshop has begun, to ensure that everyone is a part of the process. Keep in mind that people’s comfort level may vary and some may not feel comfortable writing.

If this is the beginning of the training, invite people to share their word when they introduce themselves. Use the words as a framework for discussion on this topic. Work to foster an environment that is open to learning about different cultures and beliefs.



SAFETY CONTRACT

Goal

To establish some ground rules in order for the participants to feel as comfortable as possible during the discussion

Materials Needed

- Easel
- Chart pad or white board
- Markers and pens
- Overhead: *Activity 3, Safety Contract*

Opening Statement

Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion. A safety contract can help by establishing some ground rules. Display the Overhead: *Activity 3, Safety Contract* that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Establishing a safe and respectful environment for participants to engage in meaningful, in depth conversation will be especially critical, as many of the discussions and activities are designed to encourage conversations regarding cultural and personal values.

Example of contract:

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.

We will respect confidentiality, personal feelings, and beliefs.



DEFINING CHARACTER EDUCATION

Goal

To explore various elements of character development in the context of individual, family and community values

Materials Needed

- Overhead: *Activity 4, Defining Character Education*
- Handout: *Activity 4, Defining Character Education*

Opening Statement

Children develop character through observation of model behavior, reflection of their feelings and actions, and opportunities to put their understanding of how the world works into practice.

The guiding principles that will be explored in the following activities are viewed as fostering positive relationships with others and promoting a sense of community. In essence, they influence and guide people's decisions, consciously or not. When adults question whether a decision they made was fair or responsible, they are reflecting on their integrity and values so that they can apply them in a responsible way.

Because people have different values, it is critical for adults to engage in ongoing dialogues, where they can share similarities and differences. Maintaining effective communication may help to ensure consistency, allowing adults to support the development of the whole child, so that they may thrive.

Reflection

Ask participants to reflect on a story they remember hearing when they were a child.

- Did it carry a particular message?
- What do you think the person who shared it with you wanted to share?
- Would you like to share this story with the children in your life? Why?
- How do we pass on our values?
- How do we help children to understand how to behave in a manner that supports these values?

Small Group Discussion

Have participants form groups of about four people. Project the Overhead: *Activity 4, Defining Character Education* and encourage them to respond to these questions in their group and continue the discussion.

Explain that the objective of this activity is to gain an understanding of different principles of character, using the group's knowledge and experience as the foundation for the discussion.

Discussion

Invite the groups to return to the larger group and share what they discovered. On a flip chart or board, write the values or character traits that people shared.

- Are there any commonalities?
- Are these values independent of one another or are they connected?
- Can someone be one and not the other (e.g. honest, but not reliable)?
- What type of behavior do we expect from children?

Dispositions

Dispositions, or habits of thinking and doing, contribute to how children learn and behave.

Adults and environments can either encourage or discourage positive dispositions.

People have different types of dispositions. Some are inborn, such as curiosity or the ability to bond, while others are social and might be based on cultural values. Another type of disposition is intellectual, which includes the capacity to make decisions, problem solve and understand cause and effect.

Adults help children become life long learners when they support and nurture the development of positive dispositions. For example, a child is more likely to enjoy reading or writing for personal growth if they learn to read and write through stories that interest them.

All children have strengths. Adults can nurture their strengths by offering opportunities for children to explore their interests through child directed activities.

Tips

Distribute the Handout: *Activity 4, Defining Character Education*.

- Introduce desired behavior in an intentional manner; for example, share a story with a valuable message.
- Be consistent; guiding children and supporting positive social skills is a continuous process. Children need to observe desired behavior.
- Offer opportunities for children to explore their own capacity to make responsible decisions and question their integrity.
- Avoid labeling children. (e.g. “*Bad boy.*”) This does not support the development of positive traits.

Key Talking Points

- Adults will often exhibit the behavior and virtues they were raised with, whether they intend to or not. It is important to reflect on one's own beliefs and how they influence their actions.
- Children learn what type of behavior is acceptable or unacceptable through modeling. When adults model behavior, they are demonstrating behavior that they would like children to display. For example, if adults want children to learn to share, they can share their blanket.
- Children learn skills effectively when they are intentionally integrated into daily activities; this may include modeling behavior with puppets, storytelling, and providing positive feedback.
- Children need opportunities to practice valued social skills and receive positive feedback when they incorporate these skills appropriately. For example, "*Thank you, Melinda, for helping to set the table for lunch today.*" The goal of this process is for the child to not only learn the skill, but to incorporate it into their daily routine.
- Adults can help children understand when actions are appropriate by using common situations as teachable moments. For example, if a child has hurt another child, an adult might talk with the children about how the action made them feel, how they might consider resolving the issue for the moment, and how to prevent it in the future.



ADAPTABILITY

Goal

To explore strategies that support children's ability to adapt to different circumstances

Materials Needed

- Worksheet: *Activity 5, Adaptability*

Opening Statement

Children are resilient and their ability and willingness to learn is inspiring. With time and support, children can adapt to various situations; building on this capacity will help them reach their full potential in the future.

Reflection

Encourage participants to think about a child in their care. Ask participants to complete the Worksheet: *Activity 5, Adaptability* for this activity independently.

Small Group Discussion

After everyone has completed the worksheet, have them form groups based on age ranges; for example, people caring for children under age 2, children 3-5, school age children, young adults, etc. Ask participants to use the following questions to guide their discussion.

- Did they hold similar expectations?
- Were their expectations reasonable? Why?
- How do they work with children when this behavior is exhibited and when its not?

Request that the small groups wrap up their discussion and return to the larger group. Invite participants to share what they discovered.

Tips

- Set clear, realistic and concrete expectations. *“When we are at the market I need you to hold my hand”* is clearer than *“Behave at the market.”*
- Prepare children for transitions by explaining next steps. *“We will begin cleaning up in five minutes.”*

Key Talking Points

- Some children begin learning to control their behavior at about 12 months. The more consistent adults are, the sooner the child will learn what is expected of them and how to behave appropriately.
- Routines and boundaries help young children learn how to control and soothe themselves.
- Young children do not understand complex or multiple instructions.
- Most children’s aggression peaks at two years. What are some practical ways adults can respond to typical toddler behavior? How can toddler behavior be redirected into positive actions?



COMPASSION

Goal

To explore ways that children can demonstrate compassion

Sharing this activity with older children may help them to gain an understanding that giving gifts does not always mean buying something; making something or sharing time can be even more valuable.

Materials Needed

- Overhead: *Activity 6, Compassion*
- Construction paper
- Glue
- Crafts materials, such as collage materials
- Magazines

Opening Statement

Compassion is often displayed in random acts of kindness: a child consoling another child when they miss their parent or a child sharing their favorite snack with their friend. These are tender moments that exemplify a child's desire and ability to help others. This development of empathy begins in infancy.

Hands on Activity

Set up craft materials.

Invite participants to create a caring coupon, a gift for someone they care for.

Encourage everyone to think about ways they show they care for others; this can include helping with homework or making dinner. Once they have decided what caring action they would like to share, they can start to make their personalized coupon to share with someone they care about.

Note: This activity is most appropriate for adults or school-age children.

Key Talking Points

- Adults need to create a culture of caring. When adults respond to children's needs (e.g. promptly changing a wet diaper), they are demonstrating that they care for and are concerned for the child's well-being. (*ITG page 16, PLF page 18*)
- Children learn how to care for others when adults respond in a supportive and caring manner when children are in distress, sad or hurt.
- Young children demonstrate compassion when they observe another person's feelings and respond with care and concern.
- Children begin to understand how and when to apologize as they learn to recognize emotions in themselves and others. (*PLF pages 8, 57*)
- Children can empathize with other children even when they have caused the distress.
- Young children feel validated when adults are attentive to their feelings.
- Children learn to put words to feelings when adults describe children's behavior and emotions.
- Children may express their feelings in a language other than English or in a way that reflects their own cultural practice. It is important that adults nurture their ability to be empathetic and show compassion toward others.
- Talking children through a conflict can help them to build empathy.

Note: Project the Overhead: Activity 6, Compassion as you review the Key Talking Points

Discussion

Use the following questions to prompt the discussion about compassion.

- How do people express compassion?
- When adults respond to children with punishment AND rejection, what message do they send?



CONTEMPLATION

Goal

To provide an overview of some of the skills necessary for children to be able to think things through before taking action

Materials Needed

- Video: *Raising Cain*
- Handout: *Activity 7, Contemplation*
- Handout: *Activity 7, Contemplation: A Guidance Talk*

Opening Statement

Before a child can incorporate any values, they need to be able to reflect on their own values and actions. After all, before they decide they want to share their favorite toy with a friend, they understand that this is something special and it will help them to connect with their friend. This thought process often feels natural, but are people born knowing what is ‘right’ and what is ‘wrong’?

VIDEO

Prior to the workshop, set up the *Raising Cain* video to the segment titled: “Seth.” It is set in a preschool, approximately 15 minutes into the film.

After finishing the segment, which is approximately five minutes, engage participants in a discussion about the situation, solution and process that is shown in the clip. Integrate the key talking points.

Consider posing the following questions to prompt a discussion:

- What was the adult’s role in the process?
- From the child’s perspective, what did this process entail?
- What did you think about the process and the end result?

Key Talking Points

- Children need time and space to be physically active everyday. A brief break to dance or stretch can go a long way.
- Children who are active and eat healthy, well-balanced meals are better prepared and motivated to learn. Establishing these healthful habits early is critical.
- Children need to feel safe and secure in order to be able to think things through. If a child's basic human needs are not met, they cannot focus. (*ITG page 17, PLF page 16*)
- Children who are experiencing extraordinary or continued stress may have difficulty concentrating or focusing on activities. Try to engage children who seem distant, but try to be understanding and flexible.
- Children begin to independently control their actions when they learn to reflect and respond appropriately in different situations, usually during age four. For example, at the playground they understand that they may jump, but when they are eating they are expected to sit.
- Clear boundaries help children understand what is expected of them, as well as their role in an activity or situation.
- Children need opportunities to become deeply involved in activities.
- Children need stimulating environments that offer a balance of individual and group activities, quiet and active time, and indoor and outdoor play. They also need opportunities to explore personal interests, as well as learn about others.
- Children's natural disposition to be curious can be stimulated by offering opportunities for them to learn about cause and effect or problem solving.
- Simple toys that show cause and effect can help children understand that their actions have meaning. When children roll a ball down a slope they begin to understand that they can control when and where to roll it or stop it.
- Household items and basic toys encourage children to explore. A child's imagination will quickly turn a cardboard box into a bustling train, stove or castle!
- Children can create imaginary worlds that exist in harmony with the real world.
- Adults often give children a solution before they have a moment to think about what just happened, but children enjoy being part of the solution too. When they can contribute to a group effort, they build a sense of community.
- Children need opportunities to be part of a constructive effort. Invite them to contribute to solutions.

Note: Distribute the Handouts for Activity 7: Contemplation when reviewing the Key Talking Points and A Guidance Talk.

A Guidance Talk

Children learn how to put words to feelings through guidance talks. This helps them to understand how their actions have an effect on others and that they will need to learn how to take others into consideration.

A guidance talk begins by helping children to calm down and identify the problem. The process invites children to share their feelings about the situation, brainstorm solutions and come to a decision. After the solution is incorporated, it's important that adults follow up with children about how the solution worked for them and continue the process when conflicts arise.

A guidance talk can give children time to reflect on a situation: what happened and how their actions contributed to the situation.

Adults often intervene or separate children when conflicts arise, but when adults provide some guidance, children four years of age and older have the opportunity to learn how to resolve their own problems.



COURAGE

Goal

To gain an understanding of what it means to be courageous

Materials Needed

- Overhead: *Activity 8, Courage*

Opening Statement

Courage can be demonstrated in many ways, from extreme heroism in times of devastation to standing up for ones personal beliefs. Both are equally valiant, and entail a great deal of thought, compassion, fear and integrity. Many cultures value different types of courage and may even revere a courageous icon that exemplifies these values. This section will explore the various factors that influence courageous acts and encourage participants to reflect on their own capacity to be courageous.

Sharing

Write this statement on a chart pad, chalk or dry erase board:

- *I was courageous when _____.*

Ask the participants to share their name and their courageous moment.

Observation: *NO!*

Invite two volunteers to come to the front of the room. Give one person a marker and instruct the other person to take the marker away from them. The original 'owner' of the marker should declare, "*No!*"

The pair should continue the activity until the larger group feels that the owner has made their "*No!*" clear. Invite participants to discuss what this process entailed.

Discussion

Project the Overhead: *Activity 8, Courage* for this activity and use the questions to help prompt a discussion about courage.

Key Talking Points

- People demonstrate courage when they overcome fear, acting decisively to preserve their beliefs. At the root of courageous acts lie virtues, such as honesty, faith, hope, sacrifice, love, and integrity.
- Courage entails the application of several skills, including willpower, composure, and empathy. Adults can help young children learn to soothe themselves, as well as understand feelings by talking through challenging situations.
- Children can demonstrate a great understanding of their values when they are challenged. Often times, hardships can push people to test their own strength and willpower. For example, consider a girl who uses her words to defend herself after an older child cuts in front of her. Although she may fear the older child, she believes that the action was unfair and consciously decided to act in a peaceful manner.
- Toddlers use their abilities to self-regulate and problem solve when they exhibit courage. For example, if a toddler tries to console his mother who is crying, he may first sense her sadness, then feel anxious or afraid before being motivated to act, at which point he might think “*I can help mommy!*” and decide to console her with his blanket.



HONESTY AND LOYALTY

Goal

To explore ways to foster an understanding of honesty and loyalty in young children

Materials Needed

- Overhead: *Activity 9, Honesty and Loyalty*
- Worksheet: *Activity 9, Honesty and Loyalty*
- Box
- Scissors

Opening Statement

Honesty and loyalty go hand in hand. Like many other principles of character, these overlap. Honesty is sincerity and not deceiving others. Honesty, or truthfulness, means not taking advantage of another person's trust. Loyalty entails being reliable and fulfilling commitments to others. Can you have one without the other? This activity will urge participants to reflect on their principles.

Small Group Discussion

Initiate a discussion among small groups of four to five people. Consider using these questions to guide the conversation:

- Can one be loyal AND dishonest?
- What circumstances cause people to consider compromising their principles and integrity?

Group Activity

Cut along the dotted line on the Worksheet: *Activity 9, Honesty and Loyalty* for this activity. Fold the squares in half and place in a box.

Ask each group to choose one piece of paper. The scenario on the paper they select should be used to further the discussion and consider how they would respond to the situation. Multiple groups may choose the same scenario, but still come up with a different solution. Place the Overhead: *Activity 9, Honesty and Loyalty* on the projector to display the questions for the discussion.

Invite the groups to share their solutions.

Trainer's Tip

To make the activity more engaging and fun, invite the participants to act out the scenario and their solutions.

Key Talking Points

- Children develop a sense of pride, self-esteem and loyalty when they are given the opportunity to show others they can follow through. They have demonstrated that they are dependable.
- Adults should consider reasons for children's actions, particularly when they are not telling the truth. Do they understand that they are being dishonest? Are they seeking attention?
- Young children do not know that they are being dishonest. Infants and toddlers cannot "steal," since they do not have a concept of what is yours and mine.
- Children need to be reassured. Even when a child has done something unacceptable, they need to know that adults in their life still care for them. "*Why did you take Eva's book? Would you like to read the story together?*" The child will understand that the behavior is not acceptable, but it has not changed how you feel about them. They also had a chance to experience developing a solution.
- Adults should speak sincerely with children.



INITIATIVE AND PERSEVERANCE

Goal

To explore strategies that support the development of children's capacity to take initiative and persevere

Materials Needed

- Toothpicks
- Straws
- Soft clay dough
- Overhead: *Activity 10, Initiative and Perseverance: Tips to Support Initiative and Perseverance*
- Handout: *Activity 10, Initiative and Perseverance: Tips to Support Initiative and Perseverance*

Brainstorm

Ask participants to reflect on their greatest accomplishments.

- What skills did they require?

Opening Statement

All children are born curious, self-motivated learners; when children are motivated they invest the energy necessary to attain their goals.

Tips and Discussion

Project the Overhead: *Activity 10, Initiative and Perseverance: Tips to Support Initiative and Perseverance* and distribute the Handout: *Activity 10, Initiative and Perseverance: Tips to Support Initiative and Perseverance* while discussing the tips with participants. Invite them to add to the list.

Group Activity

Distribute an even amount of dough, toothpicks and straws to each group of four.

Each group is responsible for making a tower as tall as possible, without speaking to each other!

Set a time limit for the activity. When time is up, ask groups to stop. Ask them to share how they worked as a group. What was their strategy? How is this similar or different from the way young children cooperate? How does this activity relate to initiative and perseverance?



OPTIMISM

Goal

To explore strategies for supporting the development of positive thinking about oneself, other people and one's environment

Materials Needed

- Scissors
- Glue or tape
- Worksheets: *Activity 11, Optimism: Reflection*
- Worksheet: *Activity 11, Optimism: About me*
- Handout: *Activity 11, Optimism: Tips to support optimism in children*

Opening Statement

It is important that adults make time to care for themselves. The way they feel about themselves and their outlook on life influence how they interact with others and how they view the world around them. Investing a few moments to highlight the positive can help to foster optimism.

Reflection

Distribute a copy of Worksheet: *Activity 11, Optimism: Reflection 1 of 2*. Ask participants to take a moment and reflect on their internal monologue and fill in the blanks.

- How do they talk to themselves when they are negative?

When they have completed this worksheet, distribute Worksheet: *Activity 11, Optimism: Reflection 2 of 2*. Ask them to complete it the same way as the first, only this time ask them to think of this monologue when they are optimistic.

After completing both worksheets, invite them to share:

- How do their feelings about themselves influence their behavior?
- Is optimism important? Why?

Tips

Distribute the Handout: *Activity 11, Optimism: Tips to Support Optimism in Children*; project the corresponding overhead. Use this as a guide to discuss optimism. Ask participants to share examples.

Hands-on Activity

After discussion, complete Worksheet: *Activity 11, Optimism: About me*.

Ask participants to fill in each space and then cut out the shapes. Provide glue so that participants can glue the ovals to the circle, forming a shape of a flower.

Trainer's Tip

To extend this activity have participants create their own flower with cardstock or construction paper. Each petal can be a different shape or color. Adults can do this activity with children; they can write younger children's answers for them.

The petals can also represent encouraging vocabulary. Invite participants to write at least five things they will say or do to boost their spirits on the back side of their flower.



RESPECT

Goal

To gain an understanding of how people demonstrate respect for others, themselves and their environment

Materials Needed

- Pad of chart paper
- Markers
- Watch or timer

Pairs

Ask participants to find a partner, pair up, and decide on a speaker and a listener.

Invite the speaker to talk about someone they respect and why; ask them to do so for two minutes. The listener should not say anything during those two minutes.

Keep an eye on the clock and when the two minutes are up, ask them to switch roles and repeat the activity.

Let the group know when their time is up and discuss the following questions, while integrating the key talking points.

- How did you feel as the listener?
- How did you feel as the speaker?

Walk About

Place seven sheets of chart paper around the room and title them: myself, family, elders, children, environment, friends, and animals. Modify the topics as needed.

Have participants think about how they show respect for the people in their lives and their environment. Invite them to walk about the room and under each heading, write how they show respect for each category. For example, “*I show respect for the environment by recycling.*”

When participants return to their seats, discuss the similarities and differences in people’s interpretation of respect.

- How does each response demonstrate respect?
- How might adults teach children to demonstrate respect?

Note: Be considerate of participants who may shy away from writing on the charts. If participants do not feel comfortable writing, offer to write on the chart pads or invite the group to brainstorm.

Key Talking Points

- People demonstrate respect in various ways. What is respectful to some people may not be to others. Maintaining an ongoing dialogue with family, friends and other people helps to ensure positive relationships.
- Adults can demonstrate respect and appreciation for different cultures by providing opportunities for children and families to share their values, beliefs and traditions.
- All children deserve to be treated with respect.
- Children need to see adults exhibit respect if they expect children to do the same. When adults talk with one another instead of yelling at each other, they are demonstrating the desired behavior.
- Children know that their thoughts are valuable when adults listen attentively. Listening is a way of showing respect for someone's thoughts and feelings.
- Young children need a moment to respond. A brief pause after saying something lets children know that they are part of a dialogue, even when they are uttering their first words. Children can tell the difference between talking to someone and speaking with them.
- All children, like adults, have their own sense of space; while some people prefer a gentle pat on the shoulder, others may prefer a kind nod. Show children that you respect their space so they will learn that they deserve respect.
- Encouraging and supportive environments help children learn to respect themselves, others and their environment.
- Adults show children that they value and respect themselves when they care for their own well-being.
- Children must learn to respect themselves before they can learn to respect the world that surrounds them. Adults can help children understand what this means.
- Children need to feel a sense of belonging, or community. Fostering a sense of belonging can help children develop relationships of respect, as well as a sense of responsibility, not only for oneself, but their community.
- Children learn to be thoughtful and respectful of the environment when they experience it directly. Starting a small garden with homemade compost or learning the importance of recycling gives children an understanding of how they can be considerate of their environment.
- Children can learn how to care for and respect animals when they have an opportunity to interact with them. Taking care of animals can also help children to learn that all living creatures have needs. For example, when a child learns that their pet cat gets scared when there are too many people around,



RESPONSIBILITY AND TRUSTWORTHINESS

GOAL

To explore strategies for teaching children how to be responsible and trustworthy

Materials Needed

- Video: *Raising Cain*
- Worksheet: *Activity 13, Responsibility and Trustworthiness*
- Scissors
- Tape

Video

Prior to the training, set up the *Raising Cain* video to the segment that focuses on pre-schools in Japan, approximately 10 minutes into the video.

Watch the clip and stop the video at the end of that segment, which lasts five minutes.

As you prepare for this activity, offer participants a task; such as handing out worksheets, turning on the VCR and TV, or turning out the lights for the video. At the end of the training, let the participants know that this was an intentional effort to offer them some responsibility for the training. How did this make them feel?

Video Discussion

After watching the video clip, initiate a discussion that allows participants to explore the purpose behind the strategies used in the video. Encourage them to consider how they might address the situations differently and why each strategy holds some merit. Use the questions below to help guide the discussion. Encourage participants to consider how the strategies in the video and those that are shared by the group may be equally effective.

- What did you think when the teacher didn't intervene after the child hit and stepped on the other child?
- How would you respond?
- How do these strategies contribute to building a sense of responsibility?
- What are some ways to involve children in productive activities on a daily basis?
- How do these activities contribute to children's sense of responsibility and trustworthiness?

Wrap-Up Exercise

Invite participants to reflect on some ways to involve children in routine tasks. It is important to be clear about age appropriate expectations; for example, children should not be using chemicals or other harmful materials. Encourage adults to think of tasks that are meaningful and may be of interest to children. Watering the plants may carry greater weight than throwing something away.

Distribute the Worksheet: *Activity 13, Responsibility and Trustworthiness* for this activity.

Work with participants to complete the worksheet by writing the names of up to four people in their household or children in their care on the small circle. In each section of the large circle, write a task.

Have participants cut the small circle out and place in the center of the larger one.

This chart can now be used to illustrate how tasks will be divided. Turn the small circle to rotate tasks on a daily or weekly basis.

Key Talking Points

- Children develop trust when they feel safe. When adults respond to a child's needs or help ease their fears, they are assuring the child that they will be there to care for and protect them.
- Children feel safe when they know what to expect. Setting routines, like washing hands before and after lunch, or reading a book before a nap allows children to feel more secure in their environment. Even adults don't like to go somewhere if they don't know what to expect or have a purpose for attending. Explain what you will be doing. *"Today, we're going to the market; when we return we'll make a fruit salad."*
- Children are observant learners! When adults consistently exhibit responsible behavior, children learn what is expected of them. What message do children gather when adults do not follow through with their commitments?
- Adults make mistakes too; how they make an effort to resolve them is important. Taking responsibility for one's own actions is important, whether in the workplace or on the playground. Playing the "blame game" sends the message that it is acceptable to point the finger and not reflect on one's own actions and how they affect others.
- Lectures rarely get a message across. Between the ages of three and four, children gain an understanding of cause and effect. Statements or questions that require children to think about their actions, and how they impact others, may be more effective. For example, *"I noticed you dropped your fruit. You need to pick it up so that no one falls on it."*
- Children who have an opportunity to be a part of something meaningful and productive build esteem and a sense of responsibility.
- Children learn responsibility through a balance of child-directed and adult-guided play.
- Children create their own world when they play, and by age five they learn to establish rules. As they begin to understand what it means to play a role in a larger group, they gain a sense of responsibility and trust amongst their peers.
- Older children can learn to be responsible and trustworthy when they help to care for other children.
- Children develop a sense of responsibility when they have the opportunity to care for pets. It is important for children to receive guidance and support; for example, how much food to serve and how to clean up after them. Children may also need to be reminded to wash their hands after touching animals, as some animals may carry salmonella.
- Children learn to identify positive solutions when adults involve them in the process. Setting rules with children may be more effective than yelling, *"Take turns!"*
- Children need to feel that they can be helpful and that adults believe in them. Meaningful work and opportunities to demonstrate that they can be responsible and trustworthy are important.



CLOSING AND EVALUATION

Goal

To give the participants a chance to reflect on, and evaluate the presentation

Materials Needed

Handout: *Activity 14: Closing and Evaluation*

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Distribute the Handout: *Activity 14: Closing and Evaluation*. Thank them for attending and ask them to fill out the evaluation form.

THE GROWING, LEARNING & CARING PROJECT

Workshop

Worksheets



Character Education

ADAPTABILITY: REFLECTION

Fill in the blanks to explain what behavior is acceptable and unacceptable, given the named scenario.

	Acceptable/Desirable behavior	Unacceptable/Undesirable behavior
At home		
At school		
At the market		
In a restaurant		
In the car		
On a bus		
On the playground		
At the library		
Other:		
Other:		

Worksheet
Activity 5
Adaptability

You are preparing for a weekend camping trip with your family. As you and your family are on your way out, just in time to beat the traffic rush, Mr. Serra comes over. He was hoping to share a new home movie; he says it should only take about 15 minutes.

Your five year old son, Isaac, thinks the highest of Santa Claus. He comes home one day sad because his 8 year old cousin told him that Santa doesn't exist.

You work for a busy office supply company. One evening you are asked to lie about the sales report to ensure their advertisers support. You know that doing so can save many jobs, but only for the short term.

You have been friends with Elizabeth since kindergarten. You've always shared everything together, but lately she's been disrespectful towards you and saying things that you don't appreciate.

Worksheet
Activity 9
Honesty and Loyalty

When I tell myself

_____ ,

I see myself as

_____ .

When I feel this way, I tell myself

_____ .

When I see myself this way, I act

_____ .

When I act that way, I feel

_____ .

Worksheet (1 of 2)
Activity 11
Optimism: Reflection

When I tell myself

_____ ,

I see myself as

_____ .

When I feel this way, I tell myself

_____ .

When I see myself this way, I act

_____ .

When I act that way, I feel

_____ .

Worksheet (2 of 2)
Activity 11
Optimism: Reflection

I will learn:

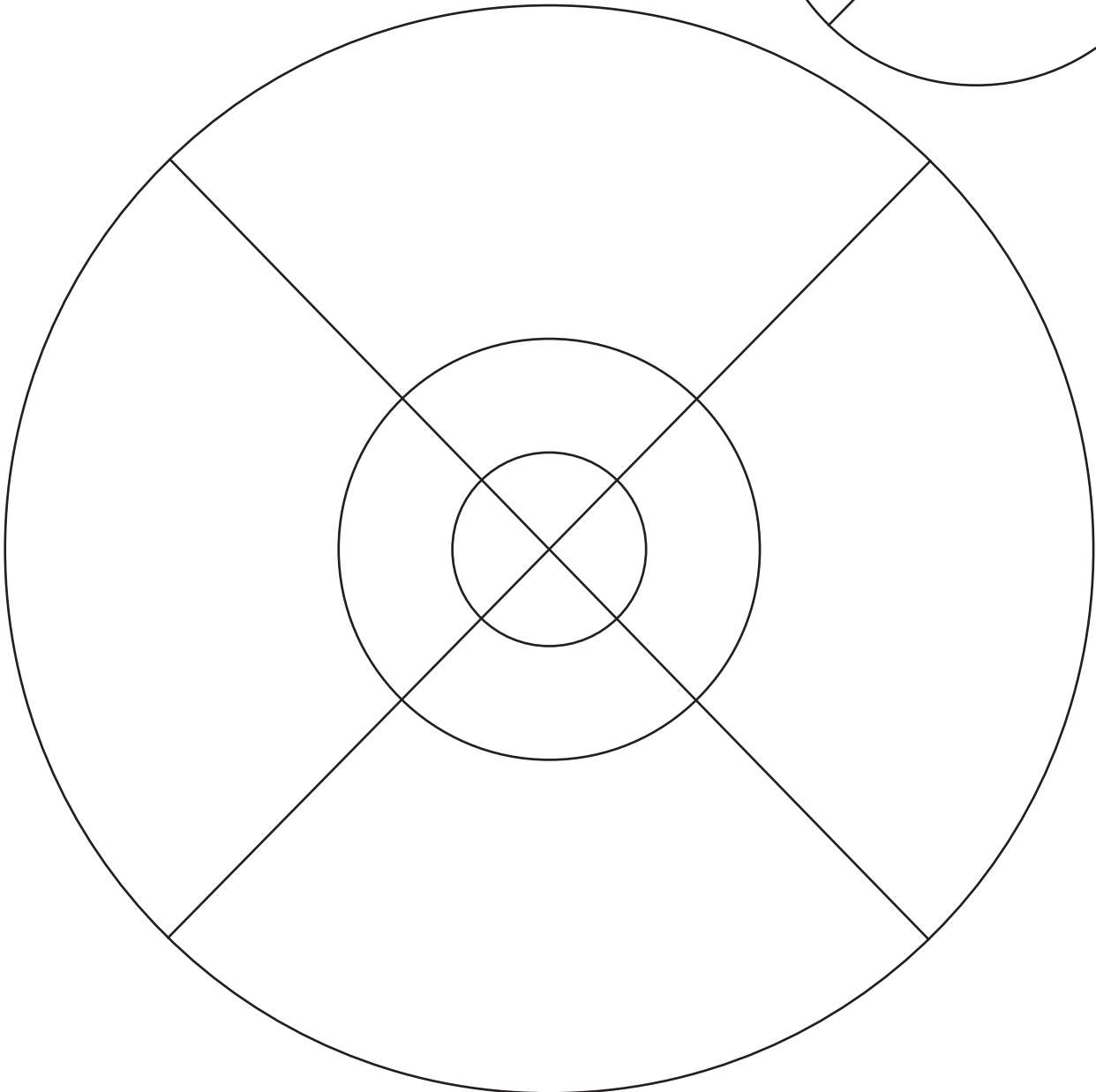
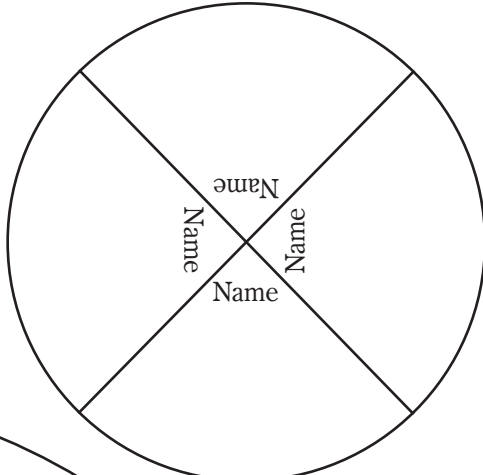
I am:

I can:

My Name is:

I will take care of myself by:

Worksheet
Activity 11
Optimism: About me



Worksheet
Activity 13
Responsibility and Trustworthiness

THE GROWING, LEARNING & CARING PROJECT

Workshop

Overheads



Character Education

SAFETY CONTRACT

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as
fully as we can.

We will respect confidentiality,
personal feelings, and beliefs.

Overhead
Activity 3
Safety Contract

DEFINING CHARACTER EDUCATION

- What values were you raised with?
- Are these values you would like to share with the children in your life? Why?
- How do we help children to behave in a manner that represents these values?

Overhead
Activity 4
Defining Character Education

COMPASSION

- Children need a culture of caring.
- Young children feel validated when adults are attentive to their feelings.
- Children learn how to care for others when adults respond in a supportive and caring manner.
- Young children demonstrate empathy when they observe another person's feelings and respond with care and concern.
- Children begin to understand how and when to apologize when they recognize emotions in themselves and others.
- Children can empathize with other children even when they caused the distress.
- Children learn to put words to feelings when adults describe children's behavior and emotions.
- Talking children through a conflict can help them to build empathy.

Overhead
Activity 6
Compassion

COURAGE

- What does it mean to be courageous?
- Is it important to be courageous? Why?
- Is there a relationship between compassion and courage?
- How are fear and courage related?

Overhead
Activity 8
Courage

HONESTY AND LOYALTY

Choose one volunteer from your group to read the scenario aloud.

Use these questions to guide your discussion:

- How would you respond?
- What are two possible solutions?
- Choose one solution to share with the group.

Overhead
Activity 9
Honesty and Loyalty

TIPS TO SUPPORT INITIATIVE AND PERSEVERANCE

- Involve children in problem solving. When conflicts arise, talk about the situation and possible solutions.
- Give children practical choices: “*Would you like orange juice or milk?*” is a clearer option than “*What would you like to drink?*”
- Offer activities and toys that encourage children to think.
- Offer children time to consider options and overcome obstacles. For example, when a toddler’s truck runs into a wall, they will learn to turn it around and continue.
- Offer children time and space to become deeply involved in an activity that they are interested in.
- Allow opportunities for children to achieve their goals. Taking a few extra moments to finish a puzzle can help a child develop a desire to follow through.
- Create a supportive and engaging atmosphere.
- Acknowledge initiative and positive decision making.

Overhead
Activity 10
Initiative and Perseverance

TIPS TO SUPPORT OPTIMISM IN CHILDREN

- Highlight positive behavior.
- Acknowledge children's pride. A mound of blocks may not mean much to an adult, but to the child it may be their masterpiece: an imaginary city.
- Show appreciation for children's creations. Displaying their artwork can mean the world to them; tossing it can crush their spirits.
- Offer children opportunities to make decisions. Children who practice making choices learn that there are options.
- Give children the opportunity to plan for the future, such as deciding whether to go to the library or the park after lunch. This helps children develop confidence.

Overhead
Activity 11
Optimism

THE GROWING, LEARNING & CARING PROJECT

Workshop

Handouts



Character Education

TIPS TO SUPPORT CHARACTER DEVELOPMENT

- Demonstrate desired behavior; for example, if a family values initiative and respect for their environment, they might volunteer with their children in a community garden or start one of their own.
- Introduce desired behavior in an intentional manner; for example, share a story with a valuable message.
- Try to be understanding of ways people practice their beliefs; individuals, families and communities' exhibit compassion, respect and other principles in different ways.
- Invite families and friends to share the ways they practice their values.
- Try to be consistent; supporting the development of positive social skills is a continuous process.
- Offer opportunities for children to explore their own capacity to make responsible decisions.
- Avoid labeling children, such as “Bad boy.” This does not support the development of positive traits.

Handout
Activity 4
Defining Character Education

CONTEMPLATION

- Children need time and space to be physically active every day.
- Children who are active and eat healthy, well-balanced meals are better prepared and motivated to learn.
- Children need to feel safe and secure in order to be able to think things through.
- Children begin to independently control their actions when they learn to reflect and respond appropriately in different situations.
- Clear boundaries help children understand what is expected of them.
- Children need opportunities to become deeply involved in activities.
- Children need stimulating environments that offer a balance of individual and group activities, quiet and active time.
- Children need opportunities to explore personal interests, as well as learn about others.
- Children need to play games where they can experience cause and effect; household items and basic toys encourage this type of exploration.
- Children develop a sense of community when they can contribute to group efforts.
- Children need opportunities to contribute to positive solutions.

Handouts (1 of 2)

Activity 7

Contemplation

A GUIDANCE TALK

Guidance talks help children to understand and put words to feelings. Understanding this helps them to understand how their actions have an effect on others and that they will need to learn how to take others into consideration.

A guidance talk is when adults: help everyone calm down; permit the children to identify the problem; invite them to share their feelings; brainstorm solutions together and help them to come to a decision; incorporate the solution; and follow up with them.

A guidance talk can give children time to reflect on a situation: what happened and how their actions contributed to the situation.

Adults often intervene or separate children when conflicts arise, but when adults provide some guidance, children four and up have the opportunity to learn how to resolve their own problems.

Handouts (2 of 2)
Activity 7
Contemplation: Guidance Talk

TIPS TO SUPPORT INITIATIVE AND PERSEVERANCE

- Use language that explains the conflict and possible solution.
- Involve children in problem solving.
- Offer activities and toys that encourage children to think.
- Offer children time and guidance to consider options and overcome obstacles.
- Offer children time and space to become deeply involved in an activity that they are interested in.
- Allow opportunities for children to achieve their goals.
- Create supportive and engaging environments.
- Acknowledge initiative and positive decision making.

Handout
Activity 10
Initiative and Perseverance

TIPS TO SUPPORT OPTIMISM IN CHILDREN

- Highlight positive behavior.
- Acknowledge children's pride. A mound of blocks may not mean much to an adult, but to the child it may be their masterpiece: an imaginary city.
- Show appreciation for children's creations. Displaying their artwork can mean the world to them; tossing it can crush their spirits.
- Offer children opportunities to make decisions. Children who practice making choices learn that there are options.
- Give children the opportunity to plan for the future, such as deciding whether to go to the library or the park after lunch. This helps children develop confidence.

Handout
Activity 11
Optimism

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout
Activity 14
Closing and Evaluation

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