

GAMES AND ACTIVITIES TO TEACH CHARACTER

MAKING A DIFFERENCE BY MOVING
CHARACTER FROM WORDS TO
ACTION

Gary Smit



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TARGET TALK ON CHARACTER AND VALUES

Leadership and Character

One element of leadership that many leaders ignore or neglect is character. Is it a necessary ingredient in leadership? We know character when we see it, but what exactly is it? How do we define it? What role does character play in the lives of youth when they are asked or assigned positions of leadership?

In working with youth, it will be necessary to create an understanding that a key function of character in leadership is to engender trust in people, and the function of their trust is to have them take action for results.

Let's start with its root, which comes from a Greek word, "kharakter", a chisel or marking instrument for metal or stone. One's character, then, is a mark engraved into something enduring. Mannerisms can be molded, but we must chisel our character.

When we refer to a specific person's character, we're concerned with his or her personality or what kind of person he or she is on the inside. We can't deny the fact that everyone has character. However, when we refer to someone as having character, the term implies good character. It is a moral judgment that the person is especially worthy, virtuous, or admirable in terms of ethical qualities.

When working with youth in our efforts to promote leadership and build character, we're concerned with instilling positive, admirable, and ethical traits associated with good character. In one sense, character is what is inside of our youth and how they respond to life. Their responses come from the habits and dispositions that they have learned and developed. When we refer to a specific young person's character, we're concerned with the moral choices he or she makes and the virtues he or she may or may not practice.

Our youth have good character because they know the difference between right and wrong and strive to do what is right for the right reasons. They cannot escape the implications of character in any leadership role they may have for it truly affects areas of behavior and every relationship they develop or enhance.

Michael Josephson captures the essence of what character is in this definition: "A person's character refers to dispositions and habits that determine the way that person normally responds to desires, fears, challenges, opportunities, failures, and successes."

With this as an understanding of the importance of character, three major issues must be emphasized when working with youth.

1. The importance of thinking about those who lead others. It is important for them to understand the concept of servant leadership. The ultimate type of leadership for youth, is "Servant Leadership" first coined by Robert K. Greenleaf in 1970. A servant-leader begins with the feeling that they want to serve others and this moves them to lead. A key issue of a servant-leader is to meet the highest needs of others. As stated by Greenleaf, "The best test, and difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?"

2. The legacy youth can leave. It is important, but can be difficult, for youth to capture the legacy aspect of leadership—that their role isn't to just participate and successfully do projects, but to build the organization they are leading to be sustained when they move on—out of school, off the committee, or completing a role on a committee. Often, we may associate this premise with what one may consider their reputation. Our reputation is what other people *think* we are. Character is what we *really* are. It will be helpful if the youth thought about it this way: Your character is a tree. Your reputation is a shadow. The tree will always be what it is, but the length of the shadow depends on the angle of the light. The danger is, if we pay too much attention to our reputation — trying to make others think well of us — we could compromise or lose our character.
3. Being a role-model. Within all of this, it is vital that the youth model the highest level of character and ethics including compassion for those that haven't had the same opportunities as they have had. In the larger context of their school, community, workplace, country or world, they need to understand and accept that each thing they do directly affects other projects, organizations, issues, etc.

All of these components are part of being a servant-leader that leaves a legacy. The old adage, "Leave it better than you found it," applies here. Often youth are encouraged to take what they need for themselves and not think beyond that. True leadership considers the future of those they serve, those organizations in which they participate and the larger implications of their involvement.

With this understanding of what is character, let's look more closely at core values that should be considered for inclusion in a character education initiative.

Respect

The issue of respect is a critical issue for youth. Often their view of respect is self-centered as evident when they define it as how people treat them—rather than looking at how they treat others or paying attention to what is going on around them. Youth also often believe that respect is something given after it has been received. Or, that respect from others has to be earned. What is needed is the opportunity to build a consciousness about the subtle but powerful ways that we as individuals are disrespectful—often without an awareness of how it is affecting others.

Respect is foundational for relationships. It is our ethical duty to treat others with respect. Often, admiration is equated with respect. Admiration implies agreeing with the actions of another and in so doing holding them in high esteem. Respect on the other hand is to treat someone else with civility just because he or she is a fellow human being. It is hard for all of us when someone does something we find undesirable or even dishonorable. Yet, we have an ethical obligation to treat them with respect. We don't have to like that person or befriend them, but we must treat them with basic civility.

Youth need to be reminded that issues of ethics, character and leadership aren't about "someone else." Rather, they are about us as individuals. It isn't about whether someone treats me with respect—it is about whether or not I am showing respect to others. The essence of respect is to show solemn regard for the worth of people, including oneself. There is a critical need for youth to also treat themselves with respect.

There are Seven Rules of Respect.

1. **Honor the individual worth and dignity of others** - Value and honor all people for themselves, not what they can do for you or to you.
2. **Show courtesy and civility** - Civility is a lubricant for human interaction—the simple rituals of saying “please”, “thank you” and “excuse me” acknowledge the importance of others as not merely things but as individuals entitled to respect
3. **Honor reasonable social standards and customs** - Honor traditions, customs & beliefs important to others—behave according to accepted notions of taste, propriety and decency (dressing, speaking and acting in a manner that is neither offensive nor inappropriate)
4. **Live by the Golden Rule (Treat others the way you want to be treated)** - There is a tenet like the Golden Rule in every major religion and philosophy of the world.
 - Confucius. What you do not want done to yourself, do not do unto others.
 - Aristotle. We should behave to others as we wish others to behave to us.
 - Judaism. What you dislike for yourself, do not do to anyone.
 - Hinduism. Do nothing to thy neighbor which thou wouldst not have him do to thee thereafter.
 - Islam. No one of you is a believer unless he loves for his brother what he loves for himself.
 - Buddhism. Hurt not others with that which pains thyself.
 - Christianity. Do unto others as you would have them do unto you.
5. **Accept differences and judge on character and ability** - Intolerance, prejudice and discrimination are disrespectful. However, youth prejudice often comes from a lack of knowledge or understanding and is based on what they have seen from others. Help them understand they need to take responsibility to be assertive in learning about other ways of thinking and the traditions of different cultures.
6. **Respect the autonomy of others** - Honor the inherent right of all people to autonomy. We show respect and teach responsibility by providing young people with the opportunity to participate in decisions that affect them. Youth are most often told what to think, feel and do.
7. **Avoid actual or threatened violence** - It is disrespectful to abuse, insult, demean, or physically harm any person.

Fairness

Fairness is concerned with actions, processes, and consequences that are morally right, honorable, and equitable. When decisions are made that are fair, they are made in an appropriate manner based on appropriate criteria.

There are two aspects to Fairness—the process of making decisions and the results of decisions. It is our duty to use a fair process that produces a fair result. This isn't an easy expectation to meet. It is important to remember that even when you do your best to make sure that you use fair processes and work for fair results, there will most likely still be people that will say it is unfair.

The process of making a fair decision is called “procedural fairness”. The elements involved in procedural fairness are: fair notice, impartiality, fact gathering & fair notice. Providing a clearly articulated process for how the decision will be made prior to it being made assists in the transparency of the process to those involved.

The results side of fairness is called "substantive fairness". One of the significant lessons to be learned about fairness is for young people (and adults) to become conscious about the various theories that might be used to make a decision. Each of us brings our background, experiences, personal views and biases to the decisions we make.

When reviewing the six theories of substantive fairness, it is clear to see how people can have the same information but have varying results of their decisions. For example, you might have to decide which 3 youth to take to a conference. Does the leader take the student:

- With great grades and is already a proficient leader (theory of merit);
- Has been struggling this year to fit in and needs the chance to meet youth outside of their school (theory of need);
- Who is the oldest one in your group so that they get a chance before they graduate (theory of seniority);
- That is always there to help you without even asking and hasn't had a chance for any leadership training (theory of effort);
- Put all the names of who wants to go in a hat and draw (theory of equality);
- Who is the school administrator's son even though you don't think he will actually do anything with what they learn (theory of might)?

See how using a particular theory changes the way you make the decision?

Youth will have to grapple with a decision that will bring to light the differences in the theoretical frame they each use to make decisions. It is important to note there isn't a "right" answer. Rather, we need to teach youth to become conscious about the personal differences in how a decision is framed and that people can have the same information and come up with very different results. The ultimate lesson in this is that when a decision needs to be made, there need to be pre-established rules for how it will be made and then to be consistent in applying those rules. This doesn't negate that decisions will still be found unfavorable, and most likely deemed unfair, by those that do not get the result they anticipated or wanted.

Remember this—when a person says, "That's not fair!", they had an expectation that wasn't met. You need to find out what the expectation was and why they expected it. Whether or not their expectation was realistic, whether they just are upset they didn't get their way or perhaps whether there had been instances where someone wasn't consistent with enforcing the rules, are issues that can be discussed at the time as a "teachable moment." The old adage of "life isn't fair, deal with it" doesn't help youth learn about fairness. Inquiring, probing and having them self-reflect on why their expectation isn't matching the outcome does teach them a life lesson. It also provides a good check for the one making the decision that they did use a fair process and produced a fair result.

Caring

Caring is the act of showing love, regard or concern for the well-being of others. For many youth, talking about caring is seen as "fluffy" or "soft." It is important to help youth realize that caring is a foundation of all relationships and vital in professional as well as personal relationships with people. The following elements define caring:

- Concern for others' well being—engaging or involving yourself in the well-being of others as if your happiness depended on theirs;
- Compassion—concern for the suffering of others accompanied by the urge to help;
- Empathy—the ability to share in another person's thoughts and feelings;

- Kindness and consideration—having sympathetic or generous qualities implying an inclination to be charitable and to do good;
- Charity—the voluntary giving of money, time support and comfort just for the sake of making someone else's life better, not for praise or gratitude;
- Sacrifice—paying a personal cost to accomplish a goal or paid to benefit another;
- Gratitude—being genuinely grateful for others and their efforts without condescension;
- Mercy and Forgiveness—mercy is giving someone who's committed an offense more than he/she deserves while forgiveness is not holding a past offense against someone. Mercy and forgiveness are not practiced in a way though that excuses continual bad or harmful behavior but instead are concerned with the well-being of others.

One may also consider caring in the light of both word and action. Youth can relate to caring by the words one uses in the interactions with others in daily life experiences. These words can either be rude, hurtful, unkind or affirming, positive and empathetic. Caring is also action-oriented. Here, caring can be defined as a passion for an ideal, belief or cause. It involves having regard for someone or something based on desire or esteem as we place a value on what we care about. The following elements of caring as passion include:

- Conviction—a strong belief in the "rightness" of an idea or course of action;
- Commitment—a dedication or willingness to "pay the price" including effort, work, facing and overcoming obstacles;
- Persistence and Endurance—continuing in the face of obstacles.

Courage

In this time when all around us we see evidence of poor choices with dire consequences affecting others, there is a renewed importance on making decisions based on ethical principles. To go from talking about it to doing it takes courage—moral courage.

Moral courage is when you accept suffering or inconvenience that doesn't affect your physical body. Such as standing up for what's right even when it isn't what you want to do, when it isn't popular, or when it may put you at risk of losing a friend or job.

The pioneers that traveled wide stretches of open plains or mountainous terrain while eventually settling towns and forging our initial freedoms needed physical courage to exist. That physical courage isn't needed as much today, but our existence and future lies firmly in the ability of people to have moral courage—to do what is right even when no one is looking. In his book, *Moral Courage*, Rushworth Kidder defines moral courage as "the readiness to endure danger for the sake of principle." He explains that the courage to act is found at the intersection of three elements: action based on core values, awareness of the risks, and a willingness to endure necessary hardship. Moral courage is vital to not only our personal character and ethics, but to the whole of society.

Perseverance

As a practical value, perseverance can be considered as instrumental because it contributes to effectiveness, success, and the achievement of personal objectives irrespective of their moral content. Perseverance should be taught and nurtured not because steadfast and unrelenting youth are necessarily good but because possessing this value can be a contributor to success.

For youth, perseverance means to pursue tasks and goals to the end while overcoming obstacles, fears and discouragement with a persistent and patient commitment to achieving personal objectives. When working with youth, it is important for them to consider the benefit of

being able to bear difficulties, persist with a course of action calmly and without complaint. Among the ways youth show perseverance are:

- Giving up personal time to spend hours studying
- Trying a new sport that is very difficult but you don't give up
- Having missed a week of school one works hard to catch up
- Saving money and make sacrifices to buy something
- Spending hours practicing their music
- Studying and working hard to raise a grade
- Trying out for something they weren't successful at the first time
- Working a little harder or a few minutes longer on a task that they do not like.

Youth must come to understand that perseverance and failure cannot coexist. Failure happens when one quits. To persevere means to stay with the challenge or if it is one that can be modified, to change course, rather than give up. When all is said and done, perseverance can be referred to as "stick-to-itiveness," and considered as a necessary component if one is to be an effective and successful leader. What can be shared with youth is that perseverance is akin to the old adage of "getting up just one more time than you have been knocked down." Ultimately, youth who persevere through the stumbling process will learn enough to be molded into one who can be counted in when things are not easily accomplished.

Responsibility and Self-Discipline

Responsibility is an important aspect of good character. There are two types of responsibility: personal and collective. Personal responsibility is the moral obligation to choose attitudes, words and actions including the duty to accept the consequences of those actions. Collective responsibility relates to the need for all of us to consider our role in the larger context of our community or society. It relates to not only our own actions, but also sharing the responsibility for helping others to reach their potential and to maintain a positive and safe environment.

It is important that youth understand that no one has the choice to be good looking, smart or athletic or to choose your parents or the circumstances in which you grow up. You do get the choice of how to deal with the outrages and opportunities of life. Remember, choosing not to choose is also a choice.

There are twelve elements of responsibility including:

- Be accountable
- Exercise self-control
- Plan and set goals
- Choose positive attitudes
- Do your duty
- Be self-reliant
- Pursue excellence
- Be proactive
- Be persistent
- Be reflective
- Set a good example
- Be morally autonomous.

A key element of examining responsibility with youth is to make sure that they understand that they are accountable for the consequences of their actions. Help them understand that they must look out for excuses such as "That's just the way I am." or "It's not my fault." or "It was

legal." Self-discipline is the ability for youth to overcome temptations, laziness, or fear of failure. This is evident in youth making a conscious commitment to self-improvement along with a willingness to do unpleasant, boring, and even difficult tasks.

Trustworthiness

In working with youth, it is important to instill appreciation for the fact that trust is essential to:

- Meaningful personal relationships
- Enduring and rewarding friendships
- Successful associations in school, activities and out in the workplace

Trust is merely a state of mind. In cynical times, it is difficult to create and easy to destroy. Remember that even small lies and deceptions can topple towers of trust—they are built stone by stone, yet no tower is so tall or so strong that it can stand when lies and deceptions undermine the stones at its base. There are four elements of Trustworthiness: honesty; integrity; promise-keeping; loyalty

Honesty—It is important for youth to understand that two types of honesty exist:

- Communications—including truthfulness, representing facts and intentions to the best of one's knowledge; sincerity, being genuine without trickery or duplicity; and candor, volunteering information another person would want to know.
- Conduct—including playing by the rules (no cheating) and being trustworthy of other's property (no stealing).

In discussing honesty with youth, it is essential to note that sometimes a person can make a mistake and be wrong about what the truth is. However, even honest mistakes can hurt or damage trust. For example, the mistakes may reveal problems of reliability or carelessness.

In trusting relationships it is considered a lie if one exaggerates, promises what can't be delivered, deliberately distorting the truth, concealing important facts or making false statements of opinion.

Integrity--- This is the direct connection between what you say you believe and what your actions prove you believe. It is a moral wholeness demonstrated by a consistency of: thoughts (what we think), words (what we say), deeds (what we do) and duties (what we should do). Although living up to personal values and "walking the talk" are critical aspects of integrity, they aren't enough. A person of integrity must also recognize and live up to universal moral obligations. Aspects of integrity include self-reflection, a commitment to ethical principles, having moral courage (a firmness of spirit to do what is right), resoluteness and fortitude.

Promise-keeping- Keeping promises represents a vital moral aspect of reliability as the promises we make create duties beyond legal obligations. People have a right to rely on us to perform what we commit to do whether or not there is an enforceable obligation. Promise-keeping directly applies to good work habits. There is an ethical dimension to good work habits—the work ethic—when others depend on us to show up on time, prepared and ready to do our work and are dedicated to stick with the job until it's done well.

Key aspects of promise-keeping include:

- Keeping your word
- Honoring your commitments
- Being dependable
- Showing up where and when you're supposed to

- Being prepared

Loyalty- This element of trustworthiness implies a steadfast and devoted attachment that is not easily turned aside. It is defined as constancy, devotion, fidelity, faithfulness, and allegiance. Loyalty is an important discussion issue with youth as they struggle between the desire to “fit in” and “to belong” sometimes in situations where they feel required to move away from their own values in order to do so. In these discussions, it is important to underscore the need to stand by and stick up for and protect their family, friends, school, community and country. It is important to keep secrets and not betray a trust. Yet, youth must realize that protecting someone or being loyal does not supersede anyone intending to hurt themselves or others.

To instill values requires more than creating a list of desired behaviors or even the direct instruction as to the various elements that define the value. What we would like to see is creating in youth the ability to put a value into action. By the choices one makes, character is formed and shaped. The values translate into outcomes of ones behavior.

Ethical Decision-Making

The ability to make good decisions is crucial in order for a student to be successful. Fortunately, decision-making skills can be taught.

Truth about choices:

1. We have the power to choose what we say, do, and think. Thus, all our words, actions, and attitudes reflect choices.
2. Even when we don't like our alternatives, we have a choice.
3. Choosing not to choose is a choice. Choosing not to act is a choice.
4. Although we don't always have the power to do what we want to, we always have the power to do what we can.
5. We are morally responsible for the consequences of our choices – even those made subconsciously.
6. Good choices lead to personal and business success and greater happiness. Bad choices lead to rocky careers and unhappy lives.
7. Every person affected by a decision is a stakeholder because he/she has a “stake” in that decision and a moral claim on the decision-maker to make the decision wisely and ethically.

An important beginning point is to stress that the ultimate goal is to make a “good” decision. But how can we tell the difference between a good decision and a bad one?

Good Decisions are Both Effective and Ethical - There are two main components of a good decision: first, a good decision is *effective*; second, it is *ethical*.

“Right” or “Good” Decisions are:

- Effective. The practical aspect of a decision focuses on its ability to efficiently accomplish intended and desirable objectives. An effective decision can be described as correct, successful, or wise. We say a decision is effective if it accomplishes an intended goal without causing unintended negative consequences.
- Ethical. The moral aspect of a decision focuses on issues of legality and ethical propriety. An ethical decision complies with the law and honors ethical values.
- Decisions that accomplish goals at the cost of ethical principles are not acceptable.

A good decision-maker always evaluates options in terms of the potential consequences to all those likely to be affected by the decision (stakeholders). Each person who can be affected by a

decision has a "stake" in that decision and a moral claim on the decision-maker to make the decision wisely and ethically.

When is a decision important? We must teach that every decision has consequences; the greater the potential consequences, the higher the stakes. When the stakes are high. There is a need for more careful decision-making. In recognizing important decisions, one can ask these questions:

1. Is there possible danger of physical harm to you or anyone else?
2. Could you or someone else suffer serious emotional pain?
3. Could the decision hurt your reputation?
4. Could the decision impede achieving any important goal?
5. Could you or someone else suffer significant monetary or property loss?

If the answer is "yes" to any of these, the choice would not be considered to be a good decision.

The obstacles that exist when there is a need to make good decisions:

- Rationalizations
- Ignorance of facts and risks.
- No time to think it through, urgency to make an immediate choice.
- Fatigue, frustration, impatience.
- Negative emotions: anger, fear, jealousy, blinding desire

Here are strategies that help youth make ethical and effective decisions:

Appeals to Conscience

Many people make better decisions when they apply maxims that appeal to their inner sense of right and wrong such as: "Let your conscience be your guide" and "Do the right thing."

These approaches work best with people who have a well-developed conscience and a refined sense of right and wrong. They won't work for everyone, however, because they are very subjective. This makes decision-makers vulnerable to rationalizations and short-term reasoning. In some cases, appeals to conscience simply produce self-righteousness or arrogance: "If I don't feel bad about it, it must be right" or "If I think it's right, it is right." And, of course, appealing to an internal moral compass isn't helpful to people who haven't developed a strong ethics-based conscience.

What if Everyone Knew?

One popular strategy to guide a decision maker to an ethical response is to ask: "Would you do it if everyone would know what you did and why you did it?" For celebrities and politicians where reputations and careers can be destroyed by what is reported, a variation is: "Would you do it if you knew your conduct would be reported on the front page of the newspaper, on the 10 o'clock news, or uploaded onto the Internet?" The idea behind this strategy is to force decision-makers to think about how their choices will affect their reputations and whether they will build trust and good will or destroy it.

A variation of this simple strategy is to think about people you really care about and what you would do if they were watching. For adults, that may be, "Would you do it if your children were looking over your shoulder?"

Role-Model Test

Another decision-making way to help you know what you should do is to think of someone you admire and respect and ask yourself what he or she would do in the same situation. This is

called the Role-Model Test. The role model can be a parent or other relative, a teacher, a historical figure like Mother Teresa or George Washington, a fictional character like Superman or a religious icon like Jesus or Buddha (think of the wristbands reminding Christians to do as they think Jesus would do).

Look at the Consequences

Philosophers who discuss ethics talk about a theory of ethical reasoning called utilitarianism. The essence of this theory is that the ethical quality of an action is determined solely by its "utility" – whether, in the end, it produces more good than evil. At its root, this very prominent theory of ethics focuses on the result of a decision and, in effect, justifies the conclusion that the end justifies the means. Thus, utilitarians have no problem lying to the Nazis to save Anne Frank or lying to a grandmother about how much they like a sweater she knitted. In both cases, the lies would be justified because they produced more good than harm, more happiness than pain.

We do not want to encourage young people to become strict utilitarians because they will often undervalue the long-term harmful consequences of dishonesty and conclude that it's okay to cheat on an exam to stay eligible on a team or lie to a parent to stay out of trouble.

On the other hand, good decision makers do look at the consequences of their actions. One way to do this properly is to ask: "If everyone did it, would it be a good thing?" Thus, while letting a friend cut in line may seem okay at first because the cutter benefits and no one is seriously harmed, it's not ethically acceptable if you apply the "if everyone did it" test. Clearly if everyone let someone cut in line, the whole idea of a line would be defeated and people who came early would actually be moving backwards.

Seeking the Best Possible Result (BPR)

This model directs the decision-maker to consider the facts of each situation in the context of his or her goals so as to identify and pursue the best possible result (BPR). The BPR is a good decision-maker's objective because it's designed to get the most out of every problem-solving challenge – a solution that accomplishes the broadest possible range of desired results without causing negative unintended consequences.

There are four steps in the BPR model of decision-making:

1. Eliminate options that are either illegal or unethical
2. Identify the important things you want to achieve
3. Identify options that will effectively achieve that result without causing avoidable negative unintended consequences
4. Choose the option that is most likely to produce the best possible result (the BPR).

Example: Sally is very worried about passing Algebra. Her friend Jenny obtained and offers Sally and a few other friends an advance copy the test. What should Sally do?

If Sally takes the test she may achieve a primary goal: getting a good grade in Algebra but since every decision must be ethical it's easy and necessary to eliminate this option as it's both illegal (against school rules) and unethical (it's dishonest). It may take some will power (moral courage) to resist the temptation, but she must do so.

The difficult ethical problem is what else should she do? Should she try to persuade Jenny and her friends not to cheat? If they refuse her request should she report them? Is it ethical if she decides to do nothing?

Well, what are the important things Sally wants to achieve? She wants to keep herself and her friends out of trouble. She wants to avoid doing something that would jeopardize her good standing, blemish her record or lessen anyone's respect for her. She may also have a strong sense of honor that she wants to assert.

What would be the BPR? She would convince her friends not to use the test in a way that strengthens rather than destroys her friendships. If they refuse, she needs to tell them she can't keep quiet about this because it's wrong to cheat and if she "looks the other way" she becomes involved and could be disciplined. Ultimately, if her friends disregard her, she should report it. This will be very difficult but it is the right thing to do.

When confronted with making a decision, one can reflect upon the choice to be made by consciously ranking the decision. Will the decision be an:

- Unacceptable Decision - is illegal, unethical and/or ineffective.
- Acceptable Decision - legally, ethically and effectively accomplishes the primary objective.
- Good Decision - legally, ethically and effectively accomplishes the primary objective in a manner that avoids negative unintended consequences and enhances personal credibility and public trust.
- Exemplary Decision - a good decision that also accomplishes the best possible result (BPR).

VALUES AND BELIEFS

As educators, we have a professional obligation to directly and intentionally teach values to our students. With this understanding, there are critical beliefs that need to be instilled by teachers:

Students will believe the following about *learning and education* (academic domain):

1. I can improve my life by learning and getting a good education.
2. The more education I get, the more opportunities I will have.
3. I can learn something valuable from every experience.
4. Learning is important even when it is not fun or does not seem interesting at the time.
5. My brain is like a muscle; if I exercise it, I will keep getting smarter.
6. It's normal to fail at first; failure is often a necessary part of getting better at anything.
7. With hard work and practice I can get better at anything.

Specific beliefs that support these objectives include:

- There is no "I can't", just "I can't yet"
- Anyone who says I'm dumb or that I can't do something is wrong.
- If at first you don't succeed, try and try again.
- No one can make me feel inferior without my consent.
- Hard work always pays off.
- Not everything that is good for me is fun and not everything that is fun is good for me.

Students will possess the following beliefs about what attitudes and actions will improve their lives: (social and emotional domain)

1. My emotions (how I feel about things) will determine how happy I am.
2. It is normal to sometimes feel emotions like love, hate, worry, anger, fear, frustration and discouragement.
3. I can learn to control how intensely I feel and how long I hold onto negative emotions.
4. Even if I can't always control how I feel, I can control how much my emotions affect my actions.

5. Even if I can't always control how I feel, I can control how much my emotions affect the way I feel about my life.
6. I will be happier and more successful if I learn to control my emotions.
7. The more I want something the more likely I am to give into temptation and do things I shouldn't.
8. My attitudes will determine what I am able to achieve.
9. How I look at things (my perspective) will determine how I feel about things.
10. I will be happier and more successful if I choose to look at things from a positive point of view.
11. I will be happier and more successful if I if I approach each day and each task with a positive attitude (enthusiasm and confidence).
12. I will be more successful and improve my relationships if I learn to understand the other person's point of view and emotions (empathy)
13. My effort will often determine my success.
14. I will be more successful if I if I always do my best.
15. I will be more successful if I am persistent and perseverant
16. I will be more successful if I set specific goals.
17. I will be more successful if I plan how to achieve my goals.
18. I will be more successful if I if I do not put things off to the last minute (procrastinate).
19. I will be more successful if I am cheerful and try to brighten the day of others.

Specific beliefs that support these objectives include:

- I will be happier if I look for the good in everyone and every situation.
- The person who sees the glass as half full is more likely to be happy than the one who sees it as half empty
- I can change my life my changing my attitudes
- I can't always change how I feel but I can decide how I will act.
- Pain is inevitable, suffering is optional
- I cannot always choose what happens to me but I can choose how I react.
- Arrive on time and stay until it's over.
- Make each day your masterpiece

I will be a better person and live a more worthy life if I act on the following beliefs:

- The formation of my character lies in my own hands.
- It is important to me to be a person of good character.
- Being a good person is more important than being rich.
- My integrity and reputation is worth more than anything I can get by lying.
- A person with good character has a better chance of succeeding in the long run than a person who lies and cheats.

Let's look more closely at six core ethical values to see what positive beliefs can be intentionally instilled in youth.

TRUSTWORTHINESS - *Positive beliefs to instill: I will be a better person and live a more worthy life if I act on the following beliefs:*

- Trust is essential to all my important relationships.
- Honesty is the best policy.
- Honesty breeds trust; dishonesty breeds distrust.
- I should do what I know is right, even when it costs more than I want to pay.

RESPECT - *Positive beliefs to instill: I will be a better person and live a more worthy life if I act on the following beliefs:*

- I should honor the individual worth and dignity of others.
- I should show courtesy and civility.
- I should honor reasonable social standards and customs.
- I should live by the Golden Rule.
- I should accept differences and judge on character and ability.
- I should respect the autonomy of others.
- I should avoid actual or threatened violence.

RESPONSIBILITY - *Positive beliefs to instill: I will be a better person and live a more worthy life if I act on the following beliefs:*

- I should be accountable.
- I should exercise self-control and set a good example.
- I should plan, set goals, and persist in order to be successful.
- I should do what is expected and do my duty, but also be proactive.
- I should be self-reliant and morally autonomous.

FAIRNESS - *Positive beliefs to instill: I will be a better person and live a more worthy life if I act on the following beliefs:*

- I should treat all people equitably based on their merits and abilities.
- I should handle similar situations consistently.
- I should not blame people or punish them for something they're not responsible for.
- Punishment should remain in proportion to the severity of the offense.

CARING - *Positive beliefs to instill: I will be a better person and live a more worthy life if I act on the following beliefs:*

- I should show concern for others' well-being.
- I should demonstrate and act compassionately and with empathy.
- I should be kind and considerate.
- I should practice charity, make sacrifices, and show gratitude.
- I should demonstrate mercy and forgiveness.

CITIZENSHIP - *Positive beliefs to instill: I will be a better person and live a more worthy life if I act on the following beliefs:*

- I should play by the rules and obey the law.
- I should participate in the democratic process by voting, voicing my opinion, serving on committees, and reporting crimes.
- I should do my share to protect the environment by conserving resources, minimizing waste and pollution, and cleaning up after one self.
- I should do my civic duty.

In working with youth on character development, there are three methods of teaching or instilling beliefs that will produce desired behaviors:

1. Explanation by direct teaching. One can explicitly teach the knowledge associated with a specific belief. This can come from lecture, questioning strategies or large group instruction. What has proceeded in the content of this book in providing definition and explanation of values can effectively be utilized in-direct teaching strategies.

2. Experiential activity that generates self-discovery and an emotional commitment to desired beliefs and behavior. This book will include numerous activities that can be done in working with students or even adults.
3. Vicarious experience from stories told orally, by book, video or movie. One may view this method as "Presenting With P.O.W.E.R."
 - Personal - From your heart to theirs. It can't be monotoned but rather delivered with passion, yet in a way that's authentic with your personality. Don't preach down to them as you will find students really find this to be condescending. Make sure you include yourself as you address the school ("This week, let's all try to..." rather than "If you students could only learn to...". Strive to promote the sense of community. Help students to develop appropriate responses that articulate with a clear sense of what it means to be a member of this classroom or school. - "That is not how we do things here at our school. At our school, we show respect for others."
 - Other Oriented - Each student culture is unique. Put yourself in the place of your students and imagine what they would best respond to. Choose the most compelling illustrations for them, the experiences that your students would love.
 - Well Worded - The difference between a well-crafted story and a bunch of sentences thrown together can be the difference between "lightning and a lightning bug." Practice until you can say it in the words your students will both grasp and respond to.
 - Ends on Target - The closing sentences should bring the point of the story into clear focus.
 - Reflected Upon - Use thought questions or activities to help them understand and apply the story.

The remaining chapters in this book will set out special tools and techniques to use experiential activities and the consideration of vicarious experiences as intentional and explicit ways to instill and teach specific beliefs.

A GUIDE FOR MAKING A GAME OR ACTIVITY MEANINGFUL

Using games and activities as teaching tools is a powerful way to make connections between the concepts you want to emphasize (cognitive), the feelings you want participants to experience that helps “hook” the concept (affective) and their actions (behavior). Vital for activities to be valuable to your purpose and successful you must:

- set up the activity
- monitor it
- process/debrief

Without these three planned and executed with purpose and intention, your activity is just a game, and although it may be fun, it doesn't help the participants grow from the experience. Yes, there are times when you just want to do a game as icebreakers and energizers can be a great way to build community, blow off steam, or to just have a good time. But it's important to know when to use these and understand that you will not base your entire program on them.

Setting up the Activity

As you lead an activity, it is important to remember these key points:

1. Lead from the content that came before – what were you talking about, what were they experiencing, what were they feeling about what they were learning?
2. Plan for the transition – think about how to introduce the activity in a way that helps the participant see a practical connection to your overall purpose or goals or content.
3. Grouping – plan ahead for how you will group the participants so that putting them into groups doesn't interrupt the flow of their thought and experience.
4. Never give away what you want them to learn. For example, don't tell them that you are going to do an activity to demonstrate why they shouldn't be disrespectful. You want them to feel it and then you get them to tell you that is what they learned.
5. Be sure you give clear instructions before you have them start. Ask if everyone understands or reiterate the instructions before they start the activity. Often it is helpful to include specific instructions for an activity as a visual with a power point slide.
6. Within the initial instructions tell them how they will know when to stop and what they are to do then (i.e. when you blow the whistle, or ring a bell, they are to stop, be quiet, and look your direction for the next instruction.)
7. Be sure supplies are ready for them, if applicable.
8. Know what time frames they need, the sequence of what they are to do, and that any supplies needed are ready if they receive them within the activity process.
9. Timing – know what timeframes the activity, or components of the activity, requires.

Monitoring the Activity

While the participants are completing the activity, it is important that the leader is equally engaged in monitoring what is happening. For example:

1. Watch the time – be sure that the activity is progressing and that you leave time for processing the activity. It is better to leave them wanting more than to not process what they experienced. You can always use wanting more as a “teachable moment.”
2. Watch the dynamics of the participants for:

- a. Groups that are confused about what they are supposed to be doing so they aren't doing anything
 - b. Groups that need supplies
 - c. Groups that may need a nudge to control individuals who want to take over or participants that are being isolated/or isolating themselves
 - d. Building frustration, in many problem-solving activities, understand that the frustration is part of the experience. However, watch so that none of the participants reach a blow out. You can always nudge them to step back and think of another way of looking at it or maybe realize it is time to call a time on the activity.
3. Know when to stop the activity. Be especially aware of when their interest starts to wane (you can use a part of this as a "teachable moment") and stop the activity before they are bored or completely disengage from the activity.

Processing/Debriefing the Activity

In this traditional processing/debriefing style, the participants are responsible for linking the meaning of the activity with their experience and then transferring that experience to real and relevant situations in their lives. This is not a time for you to tell them the point of the activity or what you wanted them to learn. True facilitation and processing relies on the knowledge, feelings, and actions of the participants to shine a light on the content. The teacher or facilitator's job is to ask the right questions.

The activities include a four-part sequence that should be used for processing:

1. **An Event - What?** – In this phase you ask questions about what they did/what happened while they were doing the activity. This phase is usually very short.
2. **A Feeling - So What?** – In this phase you ask questions that will provide the stimulus for them to connect what they felt/experienced within the activity to your content/purpose (for example: How did you feel as you...?)
3. **Taking Action - Now What?** – In this phase you want to craft your questions to lead them to taking the connection of the content/purpose to relevant situations in their own life, especially things that will lead to changes in their attitude or behavior.
4. **Summary** – This is your chance to pull together their comments and your own observations that help highlight your intended purpose for doing the activity

Crafting Processing Questions

It is important to note that effective questioning relies on open-ended questions. Open-ended questions allow for the participants to elaborate and share in their own words. You do not want to use close-ended questions where the participants can answer with just one word.

On the following pages, there are examples of processing questions that be used by a teacher when debriefing an activity.

Analyzing

- How could you break down...?
- What components...?
- What qualities/characteristics...?

Applying

- How is ___ an example of...?
- What practical application...?
- What examples...?
- How could you use...?
- How does this apply to...?
- In your life, how would you apply...?

Assessing

- By what criteria would you assess...?
- What grade would you give...?
- How could you improve...?

Augmenting/Elaborating

- What ideas might you add to...?
- What more can you say about...?

Categorizing/Classifying/Organizing

- How might you classify...?
- If you were going to categorize...?

Comparing/Contrasting

- How would you compare...?
- What similarities...?
- What are the differences between...?
- How is ___ different?

Connecting/Associating

- What do you already know about...?
- What connections can you make between...?
- What things do you think of when you think of...?

Decision-Making

- How would you decide...?
- If you had to choose between...?

Defining

- How would you define...?
- In your own words, what is...?

Describing/Summarizing

- How would you describe/summarize...?

- If you were a reporter, how would you describe...?

Determining Cause/Effect

- What is the cause of...?
- How does ___ effect ___?
- What impact might...?

Drawing Conclusions/Inferring Consequences

- What conclusions can you draw from...?
- What would happen if...?
- What would have happened if...?
- If you changed ____, what might happen...?

Eliminating

- What part of ___ might you eliminate?
- How could you get rid of...?

Evaluating

- What is your opinion about...?
- Do you prefer...?
- Would you rather...?
- What is your favorite...?
- Do you agree or disagree...?
- What are the positive and negative aspects of...?
- What are the advantages and disadvantages...?
- If you were a judge...?
- On a scale of 1 to 10, how would you rate...?
- What is the most important...?
- Is it better or worse...?

Explaining

- How can you explain...?
- What factors might explain...?

Experimenting

- How could you test...?
- What experiment could you do to...?

Generalizing

- What general rule can...?
- What principle could you apply...?
- What can you say about all...?

Interpreting

- Why is ___ important?
- What is the significance of...?
- What role...?
- What is the moral of...?

Inventing

- What could you invent to...?
- What machine could...?

Investigating

- How could you find out more about...?
- If you wanted to know about...?

Making Analogies

- How is ___ like ___?
- What analogy can you invent for...?

Observing

- What observations did you make about...?
- What changes...?

Patterning

- What patterns can you find...?
- How would you describe the organization of...?

Planning

- What preparations would you...?

Predicting/Hypothesizing

- What would you predict...?
- What is your theory about...?
- If you were going to guess...?

Prioritizing

- What is more important...?
- How might you prioritize...?

Problem-Solving

- How would you approach the problem...?
- What are some possible solutions to...?

Reducing/Simplifying

- In a word, how would you describe...?
- How can you simplify...?

Reflecting/Metacognition

- What would you think if...?
- How can you describe what you were thinking when...?

Relating

- How is ___ related to ___?
- What is the relationship between...?
- How does ___ depend on ___?

Reversing/Inversing

- What is the opposite of...?

Role-Taking/Empathizing

- If you were someone/something else...?
- How would you feel if...?

Sequencing

- How could you sequence...?
- What steps are involved with...?

Substituting

- What could have been used instead of...?
- What else could you use for...?
- What might you substitute for...?
- What is another way...?

Symbolizing

- How could you draw...?
- What symbol best represents...?

Synthesizing

- How could you combine...?
- What could you put together...?

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PROMOTING CHARACTER THROUGH GAMES AND ACTIVITIES

The games and activities included in the book have been prepared for use by teachers in the implementation of a character education initiative whether in the school environment or youth-based program. These activities are not written for a specific age group of students; rather with modification they could be used with all ages of children and young adults. They even can be used when working with adults.

#1 What Do You Think?

Three –Step Interview

After a question is read to a table group, participants pair up.

1. One person interviews the other about the question.
2. Switch roles with the interviewer becoming the interviewee.
3. Pairs come together and each individual presents to the others at the table what their partner shared.

Think – Pair – Square

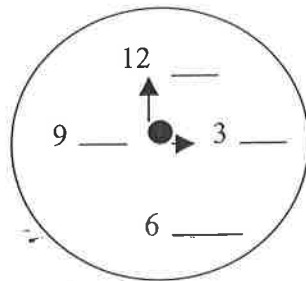
One person reads a question out loud to the others at their table. Partners on the same side of the table then pair up to discuss the questions and their answers. Then, all four participants at the table come together for an open discussion on the question.

Mix-Pair-Discuss (Cards on pages 88-91)

Each person gets a different Question Card. They get out of their seats and mix around the room. They pair up with a partner. One partner reads his or her Question Card and the other answers. Then they switch roles. When done they trade cards and find a new partner. The process is repeated for a predetermined amount of time. The rule is students cannot pair up with the same partner twice.

#2 Appointment Clock (page 92)

Have each participant draw a clock with four hands showing – 12, 3, 6, and 9. Have individuals mingle around the room asking a partner to share an appointment for one of the above times. Both will put down on the line next to the time, the other person's name. They will continue to meet others until they have four appointments. If the number of participants does not work out, have some join another appointment to allow for a triad to be scheduled.



#3 Moral Courage Treasure Hunt

Instructions:

Give each person a copy of the treasure hunt. Instruct them that they are to:

- Get up and introduce themselves to other people and ask that person to initial or sign a box that they can HONESTLY say they do. Each person may only sign one box.
- The goal is to fill all the boxes

Process and Reflection:

- Ask them if any boxes were hard to find someone to sign – discuss
- Ask which words made the exercise difficult
- Ask how it felt to be looking for squares to sign if your 'favorite' ones were taken
- Ask why they think we do this activity – get them thinking about their own character

MORAL COURAGE TREASURE HUNT

Never got into a fight at school	Always obeys the law	Have not lost my temper with children before	Been a mentor for someone	Does not use profanity (especially around children)
I am proud to be a role model in working with children	Showed respect for others even when they did not deserve it	Have apologized to a child	Would admit to a mistake even if there would be consequences	Intentionally discusses moral values with students
Have provided children with fair rules and enforce them	Shows respect for others even when they do not deserve it	Tries to be a positive role model	Can complete this sentence: "Character is ..."	Accepts responsibility for my decisions and behavior
Does not smoke cigarettes or drink alcohol	Returns money when given too much change	Showed someone else you cared	I would be considered a good listener	I am worthy of others trusting me
Would refuse a great deal on stolen merchandise	Gives children a handshake, a hug or a high five	Can recite The Golden Rule	Follows through with commitments	Have done a service project or volunteered in past 3 months

#4 When You Look At My Values

Learning Objective: To explore how others perceive and react to values

Materials: Value cards

Instructions:

- Cut the sheet of values into individual cards and place them down on the table. Have each participant take one card. That tag will represent what he or she values during the activity.
- Introduce the activity by informing the participants that certain values are not received equally well by others. Some may like your values; other will not. Your values are those things that shape your behavior and motivate your actions.
- Have the participants attach the card to their clothing.
- Tell them to walk around the room and look at each other's values and respond nonverbally.
- Have them respond to a value they dislike by frowning at it, showing a thumb down, or shaking their head. They can respond to values they like with a thumb up, smiling or nodding. They can smile mockingly at values that seem silly or extreme.
- After 5-10 minutes of circulating have the participants sit down

Process and Reflection:

- How did most people react to your value - positively or negatively?
- Why do you suppose they reacted this way?
- How did you feel when you observed their reactions?
- Based on their reactions, what do you think of that particular value? Why do you think that?

As a Group

- Are all values equally acceptable? Defend your position
- Defend or attack the position that some values are more effective than others when it comes to establishing positive relationships with others and/or helping society generally.
- Is there a difference between ethical values and those that are ethically neutral?

Value Cards

1. Honesty	2. Wealth
3. Caring	4. Power
5. Possessions	6. Fame
7. Status	8. Wisdom
9. Honor	10. Integrity
11. Helping Others	12. Competition
13. Hard Work	14. Courage
15. Respect	16. Responsibility
17. Approval	18. Fairness
19. Hobbies	20. Love
21. Trustworthiness	22. Perseverance
22. Athletics	23. Cooking

#5 Building a Better Me

Learning Objective: To develop and maintain a positive attitude. Everyone has problems and adversity can win if we let it. The trick is to think optimistically.

Instructions:

- Choose one person to come forward.
- Ask the participant to hold out his or her arm straight to the side and resist as the leader tries to push down on it. The challenge is for the participant to not let the leader push the arm down.
- Now tell the participant to look at the rest of the group and say 10 times in a row, "I am a bad person." Have the others give a response as to what they think of the individual. I.e. Uncaring words.
- When this is over, ask the participant to again hold his or her arm out to the side and to resist as the leader pushes down on it. You will find that the arm easily pushes down to his or her side.
- Ask the group what happened?
- Now have the person say, "I am a good person" 10 times. The rest of the group says positive things.
- At the end of the 10 times ask the person to once again extend his or her arm and resist while the leader pushes down on it.

As a group, complete these questions:

1. I am thankful for my alarm that goes off early each morning because ...
2. I am thank for the pile of homework I have each night because ...
3. I am thankful for aching and tired muscles at the end of the day because ...
4. I am thankful for the responsibilities I have at home because ...
5. I am thankful for the opportunities I have each day to ...
6. I am thankful that I can ...
7. I am thankful that I know when facing a difficult decision I am able to ...

Process and Reflection:

- What did you do in this activity to overcome everyday obstacles or failure?
- How does this approach help overcome what can be perceived as obstacles or failures?
- Does this mean you are supposed to close your eyes to problems and obstacles in your life? Explain.
- How does one go about making good decisions?
- Michael Levine says, "A pessimist is someone who complains about the noise when opportunity knocks." What's the difference between a pessimist and an optimist? Which one – a pessimist or an optimist – succeeds more often? Why?

#6 Back Draw

Learning Objective: This activity is designed for the participants to experience how a message may change as it goes from person to person. The emphasis in the processing is this isn't just informal communication, but also communication of any kind including verbal sharing, announcements, project assignments and monitoring, etc.

Materials: 4 pieces of paper for each small group and a marker. A sheet with the following drawings:

Face

Sun and moon

Star

Two Triangles

House

Handout on
page 93

Instructions

- Have groups of 6-8 sit in a line facing one direction—front to back (so they can “draw” on the person’s back in front of them).
- Give the person at the front of the line a piece of blank paper and a marker
- A simple drawing is shown only to the person at the back of each line.
- Instruct the participants that the person in the back will look at the drawing and will use their finger to “draw” what they saw on the next person’s back. Each person passes it on by drawing what he or she felt on their back with their finger on the back in front of them.
- When it gets to the front person, he/she draws it on the paper.
- Do a second drawing the same way, followed by the third and then finally the house as the final drawing
- Compare the drawings with the original

Process and Reflection:

What? (What did you do?) Received an image and passed it on the way you perceived it

So What? (How did it feel, what did you observe, etc.?)

- So what happened? How did your group do with keeping the message correct all the way through? What happened when the message was easy? When it got more complicated?
- What was your confidence level that you perceived the message correctly and passed it on correctly?
- Where was the most responsibility in this activity?

Now What? (How does this apply to your everyday life?)

- How is this activity related to communication?
- What are the kinds of things you need to communicate?
- Often we are in a position to pass on information that we were given from someone else. How did it feel to have to pass on something you weren’t sure was accurate? What was your commitment to doing your best to do it correctly?
- Ask them to relate this activity to the choice of whether or not to share something you hear. (i.e. gossip) How did the message change? Discuss the importance of respect and responsibility in communication and the danger of gossip.
- Knowing that messages change through multiple people and that the more complicated the message the more likely it will not be shared correctly, what are some strategies that you could use when you need to communicate something?

Conclusion

Drawing



Message Learned

Face drawing – keep it simple

Star – Lines of communication are straight

Two triangles – Two-way communication is best

House Drawing – What we say can be complicated and must be made as clear as possible

#7 Tossing Balloons

Learning Objective: The purpose of this activity is to build consciousness and commitment to the truth while emphasizing the energy it takes to keep a lie going and the vulnerability of lies.

CAUTION--PRIOR TO DOING THIS ACTIVITY---For **safety** reasons it is important to know if you have participants with latex allergies. If so, you need to switch activities.

Materials: One medium to large sized balloon for each participant

Instructions:

- Give participants a balloon and instruct them to blow up and tie off the balloon.
- Ask all participants to take their balloon and stand in a circle or scattered within the circle in the middle of the room.
- Tell them their balloon represents a lie.
- Tell them that when you say “go” they are going to toss their balloons in the air toward the center of the room and try to keep theirs in the air. If their balloon touches the ground, their lie has been discovered and they are “out”.
- You may end the activity here and go to the processing questions or have those that were left still keeping their balloons in the air add 2-3 more balloons each to their effort to keep them all going and not touch the floor.

Process and Reflection:

What? (What did you do?) Tried to keep the “lie” going

So What? (How did it feel, what did you observe, etc.?)

- What was it like trying to keep your “lie” going?
- What strategies did you use to keep your lie going? Did any of you have someone get in the way of you keeping your “lie” aloft? How did that feel? Did it result in your “lie” hitting the floor or did you try to keep away from them? Did anyone purposefully try to get your “lie” to hit the floor?
- Did any of you simply let your balloon fall to get out of the activity? Why?

Now What? (How does the activity apply to your everyday life?)

- Write three things you have learned about trustworthiness from this activity?
- Describe how this activity relates to your life at home, school, work, with your friends.
- Ask them how when an untruth is discovered it will influence the perception of others about your worthiness of trust.
- Ask them if they believe there are different “levels” of lies—are some worse than others? Why or why not? Ask them if they did something dishonest that was unlikely to be discovered for years how that would feel? What if it was never discovered? What if it was discovered but years later? How would that influence the perception of others? How would it influence the perception of yourself?
- Ask them if an omission or misdirection is considered dishonest. Emphasize that a lie of omission—“well I didn’t really say that was what had happened”—is still a lie. Example: I told my parents we’re going to the library to study—I just didn’t

tell them we all met there and then went to a friends house to party. Or "I told my supervisor I had the project completed because I knew I would have it done by morning."

#8 Playing Card Hierarchy

Learning Objective: Raise consciousness of respect.

Materials:

- Deck of playing cards
- 4 sheets of paper (8½" x 11") - Make 4 "signs" from the sheets of paper to represent the four hierarchy groups. Label each sign as follows:
 - A, K, Q, J
 - 10, 9, 8
 - 7, 6, 5
 - 4, 3, 2
- Place the signs around the room. Remove cards from the deck equal to the number of participants with roughly the same number of cards for each of the four groups.

Instructions:

- Don't tell the group the intent of the activity; just ask them to participate.
- Pass out the cards face down (one to each participant) and tell them not to turn them over. Be sure not to allocate a low card to anyone who is perceived by others or themselves as being a low card in real life.
- Say: "Don't look at your card. Even when I signal the end of the activity, don't look at your card until I say so. When I say 'Go,' place your card on your forehead so others can see it. The higher your card is, the more "popular" you are. Everyone must treat and react to others based on their cards. For example, if someone is a King, show that you want to hang out with him or her. That person must in turn respond to you based on your card.
- "When I say 'Go,' mingle and ask people if they want to have lunch or do something with you this weekend. Respond verbally and non-verbally based on the person's card only. When you find people you want to be with and who want to be with you, stay with them."
- When everyone's reorganized, say, "Now look at your card. Was it what you thought it was?"

Process and Reflection

What? (What did you do?) Mingled and responded based on the cards.

So what? (How did it feel, what did you observe, etc.?)

- How many questions did it take before you knew which group you were in?
- What verbal responses did you get?
- What non-verbal responses did you get?
- Ask each of the four groups: "How does it feel to be in your group?" Say that it isn't always easy – even being in the "popular" group. The youths will tell you about this.
- How does this activity relate to respect?

Now what? (How does the activity apply to your everyday life?)

- How is this activity similar to what happens in a school or community?
- Why do such groups form? Where do these judgments come from?

- Is that a good thing? Why or why not?
- How do such judgments show disrespect and prevent people from getting to know others?
- Have you ever wrongfully judged someone? Has someone ever wrongfully judged you?
- If you don't like someone or don't want to spend time with him or her, is there a way to get that across respectfully?
- In what ways might you build respect between various cliques?

#9 Accepting Differences

Learning Objective: Highlight different variables to demonstrate that despite differences, we still should respect others because all those we come in contact with are fellow human beings.

Instructions:

Choose 5-8 categories with four options for participants to consider.

Ask participants to complete this sentence: *I am a(n)* _____.

- After they have done this, ask them to complete the same sentence 10 different ways
- Ask each person to place his or her list (written side down) on a table and pick up some else's.
- Debrief by calling out various categories and asking for examples from different lists.

Here are some suggested categories:

- activity level (*couch potato*)
- age (*senior citizen*)
- association membership
- astrological sign (*Aries*)
- birth order (*first born*)
- ethnicity
- family type (*person from a large family*)
- gender
- interests (*mystery-story reader*)
- language
- marital status
- national origin
- personal characteristic (*impatient person*)
- personality type (*introvert*)
- physical characteristic (*tall person*)
- profession
- religion
- socioeconomic status
- thinking style (*analytical*)
- if you have three days with nothing to do

Process and Reflection:

What - Group people with various categories that will change each time there is a new category based upon the options given

So-What

- Did you notice as you changed from one group to another as various categories were presented that there were different people in each group?
- How often do we categorize people either by race, national origin, background academics under their titles and their assumptions as to what they are like?

Now What?

- What does this say about how we should treat others, particularly those we do not know well, or pre-judge?

#10 Gear Simulation Activity

Handout on
page 93

Learning Objective: What works in building relationships

Materials: For groups of 15, 24 or 35

- For a group of 35 - Three scraps of paper with the number 3 written on it, five scraps with the number 5 on it, seven scraps with the number 7 on it, nine scraps with the number 9 on it, and eleven scraps with the number 11 on it. If you only have 24 in the class, do not do 11 scraps with the number 11.
- Gears Drawing handout on page 84

Instructions:

Show the Gears Drawing handout and tell them: "Just as well-functioning gears keep machinery going, goodwill and friendships keep our schools, communities, and country going. To examine how this works and to think about how we can design organizations we lead to function smoothly, each of you will become a tooth on a gear."

- Distribute the scraps of paper and ask participants to form groups according to the number on their paper.
- Ask all the 3's to form a tight circle by holding hands facing outward with their arms parallel to the floor. Tell them their arms are the teeth on the gear.
- Tell the 5's to form a circle in the same way next to the 3's in such a way that the two circles will interlock and touch at only one single point when they rotate. In that way, when one gear moves, it will turn the other.
- Have the 7's form their circle and interlock with the 5's. Have the 9's circle and interlock with the 7's, and have the 11's circle and interlock with the 9's.
- Once they're all lined up interlocking at one point with one or more circles, have the 3's start moving very slowly. This should start a chain reaction where all the gears will begin moving.
- Once they're successfully moving at a slow pace, have the 3's speed up.
- Then say: "Everyone stop! Reverse and go in the opposite direction."
- Let them try this 3-4 times.

Process and Reflection:

What? (What did you do?) Created a series of interlocking gears.

So What? (How did it feel, what did you observe, etc.?)

- What worked well?
- What could have been improved?
- What did you see happening – especially when you sped up or changed direction?

- Who was the leader in this activity? (They may say you or the 3's. Probe more. Ask if there was a leader in each gear. Did that leadership shift during the course of the activity?)

Now What? (How does the activity apply to your everyday life?)

- How does this activity apply to leading an organization?
- What happens if one gear, or one tooth on a gear, isn't paying attention or isn't doing its share to help the whole?
- What happens when people don't take responsibility for their role in the overall effort? (Discuss how groups sometimes compensate for such individuals so much that the person eventually doesn't need to be responsible. Is this a good thing? What are the alternatives?)
- What are strategies you can do to help your classroom, school or organization work together more smoothly?

#11 Pepper Experiment

Learning Objective: What we say and do makes a difference

Materials: Bowls half full of water, small bags of pepper, sugar, and pieces of soap. Dish soap and a q-tip can be used in place of the soap

Instructions:

- For preparation, put a small bowl half full of water on each table, a bag of pepper, a bag of sugar, and a piece of soap.
- Ask participants to sprinkle the pepper liberally on the water. The pepper represents all the people with whom you interact – family, friends, teachers, coworkers, etc. How we get along with these people depends on what we do and say when we are with them. Talk about the power of words and actions and how they can be respectful or hurtful, rude, or unkind.
- The soap represents the hurtful, rude words. Ask participants to hold the soap in the middle of the pepper. The soap will repel the pepper and make it move to the sides of the bowl. Relate this illustration to what happens in life with people to whom we are hurtful or unkind.
- Next have participants pour the sugar in the center of the water. The pepper will move towards the sugar. Again, relate this to real life and how others react when we are kind.

Process and Reflection:

What? – Used pepper, soap and sugar to represent interactions that occur when dealing with others.

So What?

- What is said that can be rude, demeaning, hurtful or uncaring?
- What is the significance of the pepper? Soap? Sugar?
- "Sticks and stones may break my bones, but words will never hurt me." Is this true?
- Why do some flakes of pepper remain on the outer edge of the bowl? What does that represent?

Now What?

- What happens in life with people to whom we are hurtful or unkind?
- What conclusions can you draw from this activity?

Explanation:

The pepper floats on the surface of the water due to the high surface tension that hydrogen bonds have in water molecules. The bar of soap breaks those hydrogen bonds very easily and as a result the pepper "moves away" due to the fact it is still on the surface of the water molecules. Hydrogen bonds break very easily as well as reform easily, which is why the soap can only be added to the water for a few seconds for this to work because the hydrogen bonds will re-bond together.

#12 Paper Heart

Learning Objective: What we say can have an impact on others.

Materials: Sheet of red construction paper cut into the shape of a heart.

Instructions:

- Hold up a large red construction paper heart.
- Ask participants to share words they have heard said which are hurtful and unkind. As each word or phrase is shared, fold down a piece of the heart until it is folded into a small shape. This is how we feel when we have been hurt.
- Then ask participants to share words that might be said that are kind and encouraging. As each is shared, unfold a piece of the heart until it is back in shape. Reiterate that we can say encouraging things that make others feel better.
- Ask them what they still see on the heart – the wrinkles or scars are left. Even if we say we are sorry, we can still leave lasting scars with hurtful words.
- Then ask the participants to think of a teacher in their own education that was kind and nurturing. Think of how it felt to be in that person's room. Then think of a teacher they were pretty sure didn't care about them. How did it feel to be in that teacher's room?

Share the quote, "They may not remember what you said, but they will always remember how you made them feel." – Carl Buehler

Process and Reflection:

- How do you feel when someone says hurtful or unkind things to you?
- What are the most uncaring words that you have ever heard?
- What are the most caring words you have heard someone say?
- Do you remember what others say? Why or why not?

#13 Wright Family

Learning Objective: Participants will perform an activity that forces them to divide their attention between two tasks.

Materials:

- Poker chip, penny, or similar object (one per participant)
- Copy of the Wright Activity Story for the reader

Instructions:

- Ask the participants to stand in a circle close enough to reach and touch the participant next to them.
- Distribute one chip/penny to each participant. Tell them you're going to read a story.
- When they hear the word *right*, they're to pass the chip to the person on their right. When they hear the word *left*, they're to pass the chip to the person on their left.
- Tell them you will not repeat or stop reading.
- Begin reading the Wright Family Vacation-story.

Process and Reflection:

What? (What did you do?) Listened to the story and passed an object left or right.

So What? (How did it feel, what did you observe, etc.?)

- How successful were you?
- How did the activity reflect responsibility?
- Tell them it's important to remember that these core values are about us as individuals, not about what the other people do.
- Ask a participant to reframe the comment so they accept the responsibility: "I was responsible to take/pass the object to the person on the other side." It's important that the youths understand that the responsibility to conduct themselves appropriately is on their shoulders.
- What about the person reading the story? (Lead them to say you made the task more difficult by speeding up, ignoring the chaos, and continuing to read.)
- What happens when we get caught up in the "rights and lefts" of what we need to do?

Now What? (How does the activity apply to your everyday life?)

- Ask the students how it feels to collaborate in a project that requires everyone's participation.
- How could this activity be done differently to allow for you to remember the details and still follow the directions of right and left?
- Ask them to apply the leadership role of the leader. (*Examples:* Sometimes we're so preoccupied with getting through an agenda, getting things done our way, moving through a project, that we don't take responsibility to observe, listen, or care for those we're leading.)

The Wright Family Vacation

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there wasn't enough room in the car for all of them. Father Wright decided Aunt Linda Wright would have to stay home. This made Aunt Linda so mad, she left the house, saying, "It'll be a right cold day before I return."

The family bundled up the children –Tommy, Susan, Timmy, and Shelly –got in the car, and left. Unfortunately, someone had left a trashcan in the street that blocked them, so they had to stop the car. Tommy was told to move the trashcan, but he took so long they almost left him.

Once the family got on the road, Mother Wright wondered if she'd left the stove on. Father Wright told her not to worry; he'd checked the stove and it was off. As they turned the corner, everyone started to worry about other things they might have left undone.

When they stopped at the gas station, Father Wright discovered he'd left his wallet at home. So Timmy had to run home to get it. After Timmy left, Susan started to feel sick. She got out and said she had to throw up. This got Mother Wright's attention, and she left the car to take care of Susan. Shelly wanted to watch Susan get sick, so she left, too. Father Wright remained with Tommy, who was playing a game in the backseat.

With all of this going on, Father Wright decided it wasn't the right time to take a vacation, so he gathered up the family and went back home. When they arrived, he turned into the driveway and said, "I wish the Wright family had never left the house!"

#14 Where's My Candy?

Learning Objective: Try to gain an understanding of different ways to look at fairness

Materials: Bags of mixed candy (include at least one piece of chocolate in the mix)

Instructions:

- Divide the participants into groups of 6–10. Tell the groups to form circles.
- Tell them they'll have five minutes to divide the candy fairly (do not say "evenly"). Without answering any questions, allow the groups to work out their own solutions.

Process and Reflection:

What? (What were you asked to do?)

Make sure they answer divide the candy "fairly." Remind them you didn't ask them to divide them up evenly.

So What? (How did it feel, what did you observe, etc.)

- Ask them to raise their hand if they thought their group achieved a fair solution.
- Ask some groups to share their strategy for dividing the candy.
- Ask if anybody went along with the decision to avoid causing a fuss. If so, how did that feel? How did it feel to the others in their group?
- Relate their sharing to the theories of fairness. Did any group make a decision based on Merit? Need? Might? Equality? Seniority? Effort?

Now What? (How does it relate to their life?)

- Tell the group you purposefully didn't assign leaders. Ask them if a leader emerged in their group? Did leadership change during the course of the activity? Did some people let others do the problem-solving?
- Ask how shifting of leadership and the dynamic of some taking the lead and others following relates to organizations they lead.
- Ask what strategies they use to ensure that tasks, benefits, time, etc., expected from members of groups they lead are handled fairly.

#15 Tower Building

Learning Objective: Participants will be able to list factors in dealing fairly with others and will describe personal, social or work situations where those factors apply.

Materials: 3 rolls of tape, 36 drinking straws, 3 packs of index cards, 72 sheets of paper, one ruler, paper clips and markers.

Label the 5 packets as follows:

Packet 1
Tape
13 straws
1 pack of index cards
20 sheets of paper

Packet 2
13 straws
1 pack of index cards
Ruler
20 sheets of paper

Packet 3
Tape
20 index cards
2 sheets of paper

Packet 4
10 straws
10 index cards
10 sheets of paper

Packet 5
Tape
Paper clips
Crayons or markers
20 sheets of paper

Instructions:

- Set up five workstations, each with different supplies and different instructions.
- Say: "We all have a sense of what's fair and what isn't. Think of time when someone treated you unfairly and a time when someone treated you fairly." Take a few volunteers who would like to share.
- Say: "Even with all this life's experience, it's sometimes hard to be totally fair."
- The instructions for this tower building contest are at your tables.
- You have five minutes to build the tallest free-standing tower

Process and Reflection:

What (What were you asked to do?) to build the tallest free-standing tower with the materials provided.

So What? (How did it feel? What did you observe, etc.)

- How successful was your group?
- Were all groups operating under the same rules?
- Did you have the same supplies?
- Were all groups treated fairly?
- How did your group handle themselves? Were they respectful and caring of people and their ideas?

Now what? (Apply to their everyday lives)

- Based on this experience, what are some fairness don'ts?
- What then would be the fairness do's?
- How can we use these do's in everyday life?