



character
development &
leadership

*This is a sample preview package.
It is not intended for educational use
or copy. All material is copyrighted
by the author.*

Role Models Edition

Attitude

Preparation

Perseverance

Respect

Honesty

Integrity

Courage

Appreciation

Composure

Empathy

Gratitude

Tolerance

Sacrifice

Loyalty

Responsibility

Compassion

Leadership

TABLE OF CONTENTS

WEEK ONE - *Orientations & Expectations (Attitude)*

WEEK TWO - *Developing Realistic Goals & Setting Priorities (Preparation)*

WEEK THREE - *The Importance of Education (Perseverance)*

WEEK FOUR - *Showing Respect to Others (Respect)*

WEEK FIVE - *Building A Positive Reputation (Honesty)*

WEEK SIX - *Developing Personal Values (Integrity)*

WEEK SEVEN - *Effective Ways to Handle Peer Pressure (Courage)*

WEEK EIGHT - *Recognizing Role Models (Appreciation)*

WEEK NINE - *Effectively Dealing With Anger and Aggression (Composure)*

WEEK TEN - *Building Positive Communication Skills (Empathy)*

WEEK ELEVEN - *Expressing Gratitude (Gratitude)*

WEEK TWELVE - *Demonstrating Tolerance for Diverse Populations (Tolerance)*

WEEK THIRTEEN - *Citizenship in the Community (Sacrifice)*

WEEK FOURTEEN - *Sustaining Long-Term Relationships (Loyalty)*

WEEK FIFTEEN - *Employability & Workplace Skills (Responsibility)*

WEEK SIXTEEN - *Addressing Bullying in Your School (Compassion)*

WEEK SEVENTEEN - *Becoming A Leader (Leadership)*

WEEK EIGHTEEN - *Being a Strong Role Model (Character)*

CLASS SYLLABUS

RESEARCH PAGES

ADDITIONAL MATERIALS

ABOUT THE AUTHOR

“We must remember that intelligence is not enough. Intelligence plus character – that is the goal of true education.” ~ Martin Luther King, Jr.

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” ~ John Quincy Adams

CHARACTER

Governors of 48 states now recognize the importance of character education, requiring all schools to implement character education into their curriculum. While elementary schools traditionally do well with this subject matter, middle and high schools have struggled. Most of the curricula and resources are haphazardly converted from lower grade levels and miss the mark – the lessons are not relevant or challenging. As a result, secondary principals erroneously conclude that character education doesn’t work. This program provides a purposeful and consistent approach that targets the cognitive, emotional and behavioral development of the student. It is meaningful, relevant and challenges students academically.

LEADERSHIP

Roughly 65% of high schools in America have an elective leadership course, although they might call it by another name – ASB, Student Government, Personal Growth and Development, Life Skills... We have identified one of the great needs in our society – the need for leadership and the development of one’s personal character. Yet, we do very little to teach these subjects in a formal way. Let’s remember that all of those people in government and in banking that caused the “Great Recession of 2008,” passed every standardized test and probably had high GPAs. Yet, they failed when it came to ethics and leadership.

ENGLISH

For over a decade this program has focused on reading, writing, public speaking and critical thinking. English teachers have consistently

told me that this program is a great way to use high-interest content to teach reading, writing and verbal communication. In 2012, we aligned this curriculum with the National Common Core Standards for English. Each week we require students to write essays (expository and persuasive writing) and read a chapter from the Role Models textbook (reading comprehension of non-fiction). Many schools are beginning to use this program to supplement their English classes and reading/writing recovery classes. And, oh by the way, this program instills character and leadership.

Specifically, this class will:

- Promote essential components of character and leadership
- Develop critical thinking and problem solving skills
- Build basic skills and prepare students for life after high school
- Help students create short and long-term positive goals
- Help students develop strong values and high standards
- Directly improve expository writing and reading comprehension skills

ORIGINS OF THE CLASS

This class was first taught in Thomasville, North Carolina during the 2001 school year. The principal, Dr. Michael Allred, told me that his students were making poor choices and getting themselves into serious trouble. Upperclassmen were no longer taking freshmen under their wings to help them academically and socially. I asked him what his students needed. He responded, “Character and Leadership.” He went on to say that if I could

design a class that instills these principles and recruit 15 students to take it, I could have my own class. Within ten days, 75 students enrolled. From this initial group of students, a good mix of “needers” and “leaders” were selected to form our first class.

I wish I could say the rest is history, but I spent many hours choosing topics and creating teaching strategies that would address the needs of today’s teenagers. I knew that the course needed to be engaging, relevant and challenging. What you have in your hands is a culmination of what worked – the other four volumes of errors are somewhere in a recycling bin. What remains is a curriculum that provides the essential characteristics and skills students need to be successful. It became obvious that once kids began to understand and internalize these traits, they became better people, thereby improving every facet of their lives.

Based on the positive feedback from students and the compelling research findings, I decided to let other educators know about this curriculum. This curriculum is currently being taught by thousands of middle and high schools in America and other countries. This will soon be one of the largest research projects to ever examine the effectiveness of character education. Somewhere along the line, I quit my job at the university and started this company: *Character Development and Leadership (CD&L)*.

CLASS FORMAT

Each of the 18 character and leadership traits have been paired with unit topics and role models who are worthy of study. The following is an overview of the CD&L Program:

UNIT TOPICS

Orientation & Expectations
 Developing Goals & Priorities
 The Importance of Education
 Showing Respect to Others
 Building a Positive Reputation
 Developing Personal Values
 Handling Peer Pressure
 The Importance of Role Models
 Managing Anger & Aggression
 Positive Communication Skills
 Expressing Gratitude to Parents
 Cultural Competence
 Citizenship in the Community
 Sustaining Long-term Relationships
 Employability & Workplace Skills
 Addressing Bullying in Schools
 Becoming a Strong Leader
 Being a Strong Role Model

CHARACTER TRAITS

Attitude
 Preparation
 Perseverance
 Respect
 Honesty
 Integrity
 Courage
 Appreciation
 Composure
 Empathy
 Gratitude
 Tolerance
 Service
 Loyalty
 Responsibility
 Compassion
 Leadership
 Character

ROLE MODELS

Mattie Stepanek
 Capt. Chesley Sullenberger
 Booker T. Washington
 Dwight Eisenhower
 Sherron Watkins
 Sonia Sotomayor
 Amelia Earhart
 Christopher Reeve
 Martin Luther King, Jr.
 Helen Keller
 Bob Hope
 Arthur Ashe
 Pat Tillman
 Nancy Reagan
 Cal Ripken, Jr.
 Oprah Winfrey
 Mike Krzyzewski
 What they had in Common

CONSISTENT CURRICULUM FORMAT

Although each unit has a different topic, the format of the class remains the same. This format utilizes ethical dilemmas, lectures, character movies, core readings from the role models textbook, basic skills, leadership principles, leadership activities, current events, local community leaders & final writing assignments to provide a framework for consistent and stable learning. Students and teachers rely on this format and know exactly what to expect each day of the week. The following is a brief overview of the 11 lesson plans to teach each trait:

(1) ETHICAL DILEMMAS: Each unit will provide scenarios that force students to use critical thinking skills, recognize potential options, understand the consequences of their choices and to ultimately make better choices. We do this on paper so that students will develop the skills to handle these situations in the real world. However, this is process-oriented. Getting students up and moving around/ debating the issues are essential to this activity.

(2) CHARACTER MOVIES: Eighteen movies are used to exemplify the various character traits covered in the curriculum. All of the movies are rated PG or PG-13 and come with the curriculum. Specific scenes allows students to focus on the character trait, without requiring them to view the entire movie. Thought provoking questions for each movie are provided to facilitate meaningful class discussions. As you might expect, students routinely rate the videos as their favorite part.

(3) ROLE MODEL TEXTBOOK: In 2004, Dr. Hodel wrote a textbook to accompany this curriculum. The main purpose of the book is to provide students with positive role models to look up to and emulate. Unfortunately many kids today report they do not have role models. Other times, their role models are, at best, a curious choice. The textbook for this course, *Role Models: Examples of Character and Leadership*, highlights 17 individuals who exemplify the various character traits

covered in the curriculum. This book has a healthy mix of males and females, a diversity of ethnic backgrounds and a combination of historical figures who have stood the test of time and contemporary figures who are worthy of our admiration. Quizzes for each chapter can be found in the curriculum.

(4) WEEKLY LECTURES: It is essential to provide students with relevant and timely information related to the topic of the week. It is how students move forward. If you don't know the information – you can't make better decisions. In addition to the lecture notes, overheads/visuals are provided on the CD (inside left cover of the curriculum binder). In most cases handouts are provided at the end of each unit.

(5) BASIC SKILLS: In order to effectively teach character, kids must be connected with the topics intellectually, emotionally and behaviorally. Basic skills emphasize the behavioral aspect of the class. We want to make sure students have a new set of skills that they can utilize on a daily basis, which will ultimately create small & huge differences in their lives.

(6) LEADERSHIP PRINCIPLES: We believe that leadership without character is a failure of leadership. It is also possible to have tremendous character and still be a less-than-average leader. Therefore, 17 leadership principles are presented and studied in this curriculum. These principles are delivered in the form of virtual lectures on our website (under member section click on leadership principles). Discussion questions are provided to initiate classroom discussion.

(7) BLOG: On the website, there is a link to the blog. On this blog, Dr. Hoedel provides weekly posts to spur discussions about current events related to character and leadership. We provide a video link, summary, commentary and discussion questions. Current events are a reminder that what we are talking about in this class (character and leadership) is still relevant and meaningful.

(8) LOCAL COMMUNITY LEADERS AS ROLE MODELS: Each and every week, Dr. Hoedel invited a local community person into the classroom to serve as a role model for his students. It became one of the favorite parts of the class. I hope every teacher does this. There is a handout for these guest speakers to follow, but essentially, we wanted them to provide their life lessons to the next generation, “If I die tomorrow, what are the life lessons I will leave behind for the next generation.” Everyone can do this if given time to prepare. My guest speakers were teachers with a free planning period, members of administration, parents of students, senior leaders in the school and people from all walks of life from the community.

(9) LEADERSHIP ACTIVITY: It’s one thing to study leadership, but many argue that one must experience leadership to become a leader. Thus, we provide 18 activities to “learn by doing.” Students must work as a team, step up to be leaders and sometimes follow other leaders to accomplish each activity. Reflective questions follow each activity. These are fun and interactive. These activities can be found on our website under the member area.

(10) QUOTE EXERCISE: This is a nice way to introduce the trait. It gets students thinking and reflecting. I usually took it a step further and assigned them to research the person who uttered the quote and why it was uttered.

(11) FINAL ASSIGNMENTS: Students must turn in assignments related to the unit character trait. These assignments usually require the students to answer three essay questions. This is expository writing, requiring students to put what’s in their hearts and their heads on paper. This is something that they should do on their own time. It should consist of two typed pages. Students will take turns verbally presenting their assignments to the class. Thus, students are improving their writing skills, higher-order thinking skills and their public speaking skills.

RESEARCH FINDINGS

Dr. Hoedel has devoted his career to constructing a scientifically based way to teach character and leadership to middle and high school students. He has employed classroom best practices uncovered over the past two decades by educational scientists. He has tuned up his curriculum and processes annually based on continuous feedback from the users, that is, the students, their teachers, and the school administrators.

Since 2001 the CD&L Program has consistently provided the specific outcomes considered most urgent by administrators and teachers in over 2,400 schools across the nation. These programs have supported ongoing outcomes research from the beginning. Consequently, 17 years of self-conscious evolution has established what works and how well. The CD&L curriculum works. It works best when:

- The teachers work directly with students in a classroom devoted solely to character education and leadership development.
- When multiple ways of teaching each topic allow repetitive learning for students who have diverse learning styles (e.g., didactic, hands-on, reading, writing, discussing, debating, summarizing and presenting).
- When the students recognize that the content is relevant to their development needs and interests and includes filmed, written, and live interaction with credible and relevant role models.
- When there is explicit ongoing collaboration between all involved parties (CDL administrator, researcher, school personnel and students).

Because the CD&L curriculum – content and processes – is scientifically-based and has evolved based on systematic feedback, the end result has been a demonstrable inculcation of a process of sustainable personal change from its very beginnings to NOW. This proven efficacy has been established for elective and mandatory leadership classes, remedial classes, and alternative education classes. It has been used to meet Common Core standards for education. It has smoothed the transition from elementary school to middle school, and from middle school to high school. It has served as content for the general student body in homerooms.

TABLE 1

Sixteen years of desirable outcomes in middle and high school students using the Character Development and Leadership Program curriculum.

ACADEMIC YEARS	SOURCE	PARTICIPANTS	STATISTICALLY SIGNIFICANT CHANGES ATTRIBUTABLE TO CD&L PARTICIPATION
2001-2003	CD&L Developer: UNCG	83 at-risk high school students	<i>Compared to control group, decreases in tardies, absences, in-school suspensions, and peer aggression; Increased GPA.</i>
2004-2005	CD&L Developer	825 9th graders in 11 high schools	<i>Compared to control group, better attendance, fewer in-school suspensions, increased GPA, and increased passage of 9th-grade end-of-course requirements (EOC).</i>
2006-2017*	Weikert 2006-2010 Lee 2011-2017	15,143 middle and high school students, representing 164 schools	<i>Significant decreases in 4 anti-social classroom behaviors and significant increases in character development reflected in on- and off-campus attitudes and behaviors.</i>
2013	Neiderhouse Dissertation	10 male and females in 11th and 12th grades	<i>Doctoral dissertation shows substantial decrease in detentions and suspension; little or no change in control group.</i>
2017	Hoedel & Lee published case study	27 male and female students in an alternative high school	<i>Substantial decrease in school disruptive behaviors and other antisocial actions, and an increase in prosocial expectations and behaviors.</i>

*Student self reports before and after each CD&L each year

DOCUMENTATION

Annual Reports online at www.characterandleadership.com/research

SCIENTIFIC PUBLICATIONS

Hoedel, J. M., & Lee, R. E. (2017). Meeting English Language Development standards with character education lesson plans in alternative education grades 9 through 12. *Journal of Character Education*, 12(1), 1-14.

Hoedel, J. M., & Lee, R. E. (2018). Empirically-informed character and leadership education in focused high school classrooms: 15 years of consensus, development, and evaluation. *Journal of Character Education*, 14(1) 7-28.

To access these studies, please go to www.characterandleadership.com/research

STUDENT FEEDBACK & TESTIMONIALS

Would you recommend this class to a friend?	92% of the students said yes
On a scale of 0-10, how would you rate this course?	8.77
On a scale of 0-10, how much of an impact did the CD&L Course have on you?	8.17
On a scale of 0-10, rate the Role Models textbook?	7.79

****Taken from 2004-2005 Research Report*

"I thought this class got us started on the right foot for high school."

"When I started this class I was on the road to no success. After this class, I looked at things in a completely different way. I no longer smoke pot and I have cut down a lot with drinking alcohol. I have also got a \$10,000 scholarship so that I can become a teacher. Over all this class has had a great effect on my life."

"This class has made a positive difference in almost everyone around me! I love this class."

"This class has opened my eyes to see what character really is about. I have been able to look on the inside of myself, and learned a lot about myself, and others as well. This class is probably the most rewarding class anybody could ever take because it will help you forever, when you might not use the academics as much as you would character."

"It helps a lot more in life than any other class, and I see a direct improvement in my character as a result of taking this class."

"As most people in this class know, I quit football last year. If I would have took this class last school year then it would have influenced me to make the right decision, to stay out there and play."

"I found this class to be very refreshing and encouraging. Most of my other classes seem boring when compared to this class, because this class teaches us principles that we can immediately apply to our everyday life."

"This class has an impact in the way that you live life. If you go through this class and can say that it has not helped you at all then you aren't human."

Alignment with Common Core Standards for English Language Arts (ELA) & English Language Development (ELD) *(also known as English As Second Language in some states)*

In 2012, the Character Development & Leadership Curriculum and accompanying Role Models textbook were aligned with these national standards. We fully understand that budgetary decisions to purchase curricula must support core content skills and improvements in ELA and ELD test scores. Schools should feel confident that this program will support these mandatory, supplemental and core directives.

The Character Development & Leadership program provides a consistent format of 10 diverse lesson plans to teach each of the 18 character modules. Each module starts with informal, social language activities (debate, small & large group discussions, persuasive arguments) and naturally progresses to formal, academic writing & speaking by the end of the unit. These lesson plans are highly engaging, interactive and meaningful, allowing students to develop personally as well as academically.

Specifically, this is how the lesson plans for each module support ELA & ELD national core standards:

Ethical Dilemmas require short-answer written responses, debate and persuasive arguments from students. Getting students engaged, up and moving around are the hallmarks of a successful classroom teacher. Higher-order thinking and decision-making skills remain a major focus.

Several lesson plans are used to engage, inspire and Promote thought-provoking informal language development. Segments from selected character movies, current events via an on-line blog, basic skills, guest speakers, quote exercises and on-line leadership principles meet this criteria. Teachers can sporadically engage students in oral discussions or focus on written responses to improve their ELA or ELD skills set.

The common core standards for ELA requires 70% of the literacy component to focus on nonfiction reading.

The Role Models textbook fits this requirement perfectly. Each chapter is a short (10-12 pages), highly-engaging biographical sketch of an individual who exemplifies one of the traits covered in the curriculum. Dr. Hoedel provides multiple informational citations and excellent context clues to scaffold academic vocabulary acquisition.

Each module culminates with an expository writing assignment, in response to essay-type questions about core beliefs and character related issues. This serves as a final academic written assignment that students then present in a formal oral presentation to classmates. This formal written and oral language output is required by the national core standards and tested on high school exit exams as well as future college and work placement exams.

While the Character Development & Leadership program has traditionally been used in elective leadership classes, the current trend is to implement this curriculum in their English, remedial writing or ELD courses. The main reason is the alignment with the national common core standards. Even if it is not used in an English course, we recommend that schools use this as another way to focus on the reading comprehension and expository writing to support ELA development and improved test scores.

This curriculum was originally taught as an elective course in a high school, but it has been implemented in hundreds of ways in middle, high and alternative schools. Below, I will attempt to capture the diverse methods of implementation:

- Freshmen Academy Course
 - Elective Leadership Class
 - Class For At-risk Students
 - Senior Level Capstone Course
 - Student Government/ASB Course
 - Home Room/Advisory Approach
 - Tier I or Tier II PBIS Intervention
 - English Class***
 - Reading/Writing Recovery***
 - Course for ELD/ESL Students***
 - Short Exploratory Classes
 - In-School Suspension
 - Zero Hour Credit Recovery
 - Integrated into
 - Business, JROTC, Health, P.E.,
 - Career Development, Social Studies Classes
 - 21st Century After-School Program
- ***Aligns with National Common Core Standards for English and ESL

ROLE OF THE INSTRUCTOR

After studying the research for the past 15 years, I can tell you that the number 1 predictor of the success of this program at a school is the teacher. It is possible to have three different teachers at a school teaching this curriculum and have three different outcomes. In other words, a curriculum can only be as successful as the teacher who is teaching it. So, be sure to select your teachers wisely.

MAKING A DIFFERENCE

Whenever I ask teachers why they entered the teaching profession, they usually say, “Because I wanted to make a difference.” This program is the perfect vehicle for making that difference. I’m sure you can remember September 11, 2001. Most teachers were able to spend that day watching television and discussing the tragedy with their students, but had to return to their lessons plans by the next day. As the instructor of this class, I was able to dedicate two entire weeks to this tragic moment in history. It happened during *Anger Management Unit* and the students were understandably angry. I challenged the students to do something constructive with their anger. They decided to raise money for the victims’ families by going to every classroom in the school district and collecting at football games. The class raised \$1,400. We split the money and sent it to two families whose fathers had been lost in the attack on the Pentagon. Letters from each student accompanied the money. In return, each student received a letter of appreciation from Governor Easley and letters of heart-felt thanks from two families in Virginia.

I’d say this made a difference – wouldn’t you? However, to make it happen, I had to be flexible, creative and caring enough to turn this tragedy into a learning experience. As you teach this class,

I hope you will find similar ways to inspire and ignite the learning process. The following is a list of essential characteristics I hope every teacher brings to this program:

- A commitment to kids and a passion to teach them.
- A good role model who can “talk the talk” by using personal examples and “walk the walk” through modeling appropriate behavior.
- Ability to inspire students to become good human beings.
- Enough balance to provide structure, yet be relatable to the students.
- Flexible enough to address different learning styles with 11 lesson plans per trait.
- Dedication to prepare for every day of each week.
- Set high expectations for students – this is not a blow off class.
- A willingness to work on expository writing, reading comprehension and public speaking skills.

CONCLUSION

When I first taught this course, I had nothing but a few fragmented ideas and good intentions. Yet, I was still able to dramatically influence even the most cynical kids who walked into my classroom. Over the last 15 years, I have dedicated my life to improve this curriculum, produce solid research and market this program. My hope is that this curriculum will enhance your ability to make that difference in a child’s life. Let your students know that learning doesn’t have to be just about theories and facts. If you teach the larger concepts of this class, consider yourself a success – and even more, know that your students will be a success!

UNIT TRAIT*Preparation***UNIT QUOTE***Luck is what happens when preparation meets opportunity. ~ Seneca***UNIT POINTS OF EMPHASIS**

- Present *Group Dynamics* and *Value Clarification* handouts to lay foundation for ethical dilemmas and group discussions.
- Present an overview of the week by showing the Week 2 PowerPoint presentation.
- Create and sign a contract to hold both student and teacher accountable.
- Develop a class mission statement to set the tone and expectations for the class.
- Help students prepare for success by creating a personal mission statement and semester goals.

ETHICAL DILEMMA – EPITAPH EXERCISE

Direct students to fill out ethical dilemma and follow with a quality discussion.

LECTURE – CLASS MISSION STATEMENT

Provide lecture organized around achieving success and developing a class mission statement. Note, because this lecture usually takes 90 minutes, it might take several days.

CHARACTER MOVIE – *Stand and Deliver***ROLE MODEL – CAPTAIN CHESLEY “SULLY” SULLENBERGER**

Reading, quiz and discussion on **Chapter 2 – Captain Chesley “Sully” Sullenberger**. Be sure to emphasize the importance of preparation during the discussion.

LEADERSHIP ACTIVITY – SHOW AND TELL

This activity is located on our website. Under member area (password Tillman), select Leadership Activities.

BASIC SKILL – USING A CALENDAR

Learn to use the calendar function on cell phone or other devices.

GUEST SPEAKER PROVIDES LIFE LESSONS

It is strongly suggested that the instructor be the guest speaker.

CHARACTER & LEADERSHIP BLOG

Go to www.characterandleadership.com and click on the blog button to view the weekly post. Dr. Hoedel writes about current events, provides commentary and asks discussion questions. To receive notifications about blog posts, “follow” us on Twitter @CDandLeadership or “like” our page on Facebook at Character Development & Leadership.

LEADERSHIP PRINCIPLE – PLANNING AND PREPARATION ARE THE KEYS

This video is located on our website. Under member area (password Tillman), select Leadership Principles.

FINAL WRITING ASSIGNMENT – CLASS MISSION STATEMENT & SEMESTER GOALS

This is the culminating assignment where we ask students to answer essay-type questions on paper and then provide oral presentations. This particular assignment is about developing a class mission statement and goals for the semester.

PREPARATION

How would you define this trait? _____

Definition provided by teacher: _____

*“Luck is what happens when
preparation meets opportunity.”*
~ Seneca

What does this quote mean to you? _____

Epitaph Exercise

1. Imagine that in three months you will unexpectedly die. During your funeral, three people are going to stand up and speak about you (family member, friend and a teacher). *Write down who they are and what you would want each of them to say about you.*

Person A: _____
(family member)

Person B: _____
(friend)

Person C: _____
(teacher)

2. Again, assume that you know you will die before the end of this semester.

A) *Who would you want to be with in your final days on earth?*

B) *How would you change your current behavior or treat others differently?*

C) *What “one thing” would you like to do before you die?*

OBJECTIVES OF LECTURE

- Stress the importance of establishing values and living by them.
- Incorporate concepts of personal leadership.
- Create a principle-centered class mission statement that everyone buys into.
 - Provide an overview of what a mission statement consists of and provide examples.
 - Develop a class mission statement, working as a group.

ACHIEVING OBJECTIVES

Most people say they want to win, but very few people are willing to do what it takes to win. Likewise, students say they want good grades, but very few will do what it takes to achieve an A. To become successful, people need five main ingredients.

- Ask the class what they think is needed to succeed and reach desired objectives.
- **Put up the *Five Main Ingredients to Become Successful* overhead:**
 - **Desire:** An inner passion that drives you to be better tomorrow than you are today.
 - **Vision:** Actually visualizing your goal before you begin.
 - **Planning:** Creating a short & long-term plan to achieve your goal.
 - **Sacrifice:** Putting in the time and energy needed to achieve your goal.
 - Practice
 - Homework
 - Long hours at the gym or library
 - **Perseverance:** Overcoming obstacles that get in the way of achieving your goal.

VISUALIZING YOUR GOALS

For the remainder of this lecture, focus on the second ingredient needed to become successful – vision. In order to have good vision, one must see the end result before one puts forth the effort. This was illustrated in today's ethical dilemma – visualizing what you would like your friends and family to say at your funeral.

- Research shows us that almost all world-class athletes and other peak performers practice visualization. They see it; they feel it; they experience it before they actually do it.
- Look at this quick article
www.dotfit.com/content-1506.html
- Watch this Bagger Vance video
<https://www.youtube.com/watch?v=NeMjWb9mwQs>

PRESENT THE MISSION STATEMENT TO STUDENTS

Without a vision or goals, more or less you are wandering aimlessly through life. Without goals, you leave yourself susceptible to the influences of other people, situations and events. A person without direction is lost. You must find your direction and purpose in life.

- One of the most effective ways to find your direction is to develop a mission statement. The founders of the United States developed a mission statement for this country called the Constitution. It is a document that is fundamentally changeless, and is the standard by which every law is evaluated. Almost every business and school has a mission statement (Teacher try to find your school's mission statement and bring it in). It lets people know what the organization stands for and believes in.
- **Put up the *Essence of A Mission Statement* overhead:**
 - A philosophy or creed to live by
 - The essence of who you are and what you stand for
 - A document based on correct principles that remain changeless
 - A foundation for every action and choice you make
 - A solid expression of your vision and values
- **Put up the *Examples of Mission Statements* overhead and be sure to go to the following website for more examples –**
www.missionstatements.com/fortune_500_mission_statements.html

DR. JOE HOEDEL'S MISSION STATEMENT

(Author of Curriculum)

My mission is to create a balance in my life between family, work, self-improvement and entertainment. To actively choose on a daily basis to positively impact people rather than adversely affect them. To bring passion, energy and commitment to my life, its many roles and the events that it brings.

CHARACTER DEVELOPMENT & LEADERSHIP MISSION STATEMENT

Our mission is to help students understand what it takes to become successful in all facets of life. We believe this boils down to character and leadership. To teach these traits and principles, we strive to provide a quality program to teachers, inspire students daily and continually improve our products.

DEVELOP A CLASS MISSION STATEMENT

1. Break into groups and ask students to write words and phrases that will become a mission statement:
 - A vision for the class (what it should be about and stand for)
 - Principles and values of the class
 - Goals and objectives the class would like to achieve
 - A legacy for future classes to remember
2. After the students finish jotting down these words and phrases, ask the students to read them aloud. Begin writing these statements on the board.
3. Using these phrases, begin creating a succinct mission statement that reflects the groups' initial phrases.
4. Have the members of the class vote on whether or not to adopt this class mission statement. If the class cannot unanimously agree, make changes until everyone is satisfied. Everyone must buy into the class mission statement. This document will hold both the instructor and students accountable for the semester.
5. Write the class mission statement on poster board and display it for the entire semester.

OVERVIEW

This movie is based on the real life events of a math teacher, Mr. Escalante, who teaches in an inner city school in California. Despite high poverty and low academic abilities amongst his mostly Hispanic students, Mr. Escalante believes they can learn. He initiates an advanced placement calculus course at the school and raises the bar for what is expected. He and his kids spend countless hours preparing for the advanced placement test. When almost all of his students pass the exam, they are all accused of cheating. The students retake the test and get similar results. At the end of the movie, the credits reveal that each year the number of students who pass this exam at Garfield increase under Mr. Escalante's leadership.

MORAL OF THE STORY

Regardless of what anyone else thinks or says, if you set goals and prepare yourself for success, almost anything is attainable.

SELECTED SCENES

Scenes 12-16 (35:54 – 55:10)	20 minutes
Scenes 19-21 (1:01:10 – 1:07:22)	6 minutes
Scenes 27-30 (1:26:22 – 1:39:36)	<u>13 minutes</u>
Total	39 minutes

DISCUSSION QUESTIONS

- 1) Mr. Escalante obviously cared about his students. Do you think the teachers at your school care enough about the students? If a teacher was willing to put forth that much effort, would you match that level of commitment?
- 2) These students succeeded when nobody thought they could. Do you believe you could do what they did too if you put your mind to it? Are you willing to work that hard in school to reach your academic potential? If not, why not?
- 3) In scene 14, Mr. Escalante tries to teach one of his students to see that academics will eventually get him a better job and more money than would quitting school to become a mechanic. Are you able to take this long-term approach?
- 4) The high school administrator in this movie does not want Mr. Escalante to teach calculus at Garfield because she is afraid that if the students fail it will hurt their self-esteem. Mr. Escalante believes the best way to improve a child's self-esteem is to challenge kids, not protect them. Do you think we should focus more on self-esteem in our society, and what do you think is the best way to build it?
- 5) Discrimination played a major role in this movie. In general, do you think society has different expectations for different racial or ethnic groups? In other words, do we expect more out of white students than other minorities? Is this fair? Do students have a responsibility to change this perception?
- 6) The author of this curriculum was a college professor, and he firmly believes that almost everyone (90%+) is capable of graduating from high school and succeeding in college. It has more to do with desire, hard work and good study skills than it has to do with intelligence. Do you agree or disagree?

1. What airline did Captain Sully fly for?
A. Pan Am B. Southwest
C. Northwest D. US Airways
2. Airline travel is one of the most dangerous forms of travel.
True False
3. The crash landing of Flight 1549 is commonly referred to as “Miracle on the Hudson.”
True False
4. When Sullenberger was a young boy his father instilled hard work as an important virtue. Specifically, how did he do this?
5. Captain Sully will forever be known as the pilot at the helm of Flight 1549, but it took a lifetime of preparation to successfully land the plane. List at least two ways he prepared himself for that situation.
6. Captain Sully believes that his years of preparation were the key to landing Flight 1549 successfully. What can you do now to prepare for your future success?

BASIC SKILL

Learn To Use the Calendar Function on Cell Phone or Other Devices

RATIONALE

Using a calendar function – regardless if it is on a cell phone, a computer, an iPad or the good old fashion daily planner – is the single-best way to get organized. Most adults have their lives and their schedules on some electronic device, some are totally lost without one. However, I am not sure to what extent teenagers use this function to get organized. Students have four to six subjects in school, extracurricular activities, outings with friends, dates, dances and family obligations. Students who log their activities, responsibilities, major assignments and exams will be better prepared for them. They will not forget or lose track of their responsibilities. It is not a guarantee that students will do everything required of them, but they will be more organized and prepared on a daily basis. This skill combined with proper study skills (next week's skill), should equip a child for the rigors of scholarly life.

STEP 1: Have students bring in a device that allows them to create their calendar. Hopefully, it can also sync with other devices in their lives. If students do not have this capability, have them use the example provided in the student workbook (Handout 1). Have students fill out one week of the planner:

- Fill in all typical commitments of the week (school, games, practices, meetings, church...)
- List all the homework assignments, quizzes, exams...
- List any holidays or irregularities in the schedule.

STEP 2: Once schedule and obligations are accounted for, students can begin to schedule their remaining time to meet obligations and plan for social events. The order is important – work first, then fun.

- Schedule in time required to complete all school obligations (date and times).
- Make room for any dates or family obligations.
- Sync with computer in case you lose your phone, iPod or other mobile device.

STEP 3: Encourage students to repeat this process for the remainder of the semester. Create times to check on this throughout the semester.

Personal Mission Statement and Semester Goals

1. Create your own personal mission statement (your personal creed). This statement should reflect your core values and the very essence of what you stand for in this world. The only requirements are that your mission statement must be at least two complete sentences and it must be unique to you.
2. List one goal that is attainable this semester for two of the following four categories: A) school, B) home life, C) athletics/hobbies/extracurricular activities and D) this class. Write an “action plan” for each of the goals you list. An action plan consists of **specific steps** you must take to accomplish the goal.

SCHOOL GOAL _____

**ATHLETICS/HOBBIES/EXTRACURRICULAR
ACTIVITIES GOAL** _____

1. Action Plan:

A)

B)

C)

1. Action Plan:

A)

B)

C)

HOME-LIFE GOAL _____

GOAL FOR THIS COURSE _____

1. Action Plan:

A)

B)

C)

1. Action Plan:

A)

B)

C)

Contract for Character Development and Leadership Class

Instructor Pledge: I pledge to give 100% of my energy and dedication to this class. This means I will adequately prepare for class, be on time, and assist students toward the goal of earning an A. I pledge to set high expectations for the students and help them attain those expectations. I will respect students' views and encourage their involvement. I definitely want students to succeed in this class, but I will not hold anybody's hand. Everybody will get a fair deal and will earn their grade for the course. Finally, I want students to succeed in life. I will set up opportunities for each student to apply the concepts and characteristics of this class to their own personal lives.

Student Pledge: As a student, I pledge to provide my best effort toward earning an A in this course. Minimally, that means attending class on time, bringing appropriate class materials, completing my assignments and maintaining civility. Realistically, to earn an A, I will have to put in 1 ½ - 3 hours a week of homework: 1 hour to complete the reading and 1-2 hours to complete the weekly assignment. As a student, I pledge to respect other classmates and the instructors. I will take this class seriously and approach each week with a positive attitude. Finally, I will attempt to apply the concepts of this class to my own life and try to make the life of others just a little bit better.

Instructor

Student

Group Dynamics

- With very few exceptions, everything said in class, stays in class. The instructor and students should refrain from gossiping and discussing the personal lives of classmates.
- Raise your hand and talk one at a time. This type of environment is new for many. As such, you will hear ideas that might upset you, excite you, or make you want to comment. However, remember to raise your hand and talk only when called on. The goal is to create an organized exchange of ideas – not chaos.
- We need your input. Everybody is capable of contributing something important to the class. While we recognize that everybody has a bad day, your input counts and your voice has meaning.
- Put-downs are not allowed. In order to create a safe environment for students to talk openly, students need to know their opinions will be respected.
- Students should use ‘I’ statements and speak about their personal beliefs, instead of criticizing others and using “you” statements.
 - Example: I disagree...
 - Example: I believe...
 - Example: I wouldn’t do it that way. I would...
- One of the most important skills in this class is listening. Listening shows respect, and it provides you with information to create your own opinions.
- There are no bad questions except the ones that go unasked. Nobody is expected to know everything.
- Provide feedback. If you have ideas about improving the class, please voice your opinions. The instructor is willing to listen and make positive changes.

Value Clarification & Decision Making

- **FIRST STEP – GATHER INFORMATION:** Listen to what others have to say. Do your own research and investigation. Learn the facts to make more informed decisions. This is the only way to understand all the facts and viewpoints on any given topic.
- **SECOND STEP – CONTEMPLATION:** Give serious consideration to different viewpoints and consider them as you contemplate your values.
- **THIRD STEP – CREATING VALUES:** Now that you are equipped with facts and have listened to other viewpoints, you are now prepared to create your personal values. This should be done independently of what others believe – rather it should come from within. The best way to create your own values is to write down what you believe and why.
- **FOURTH STEP – WALKING THE WALK:** The ultimate challenge is staying true to your values, especially when confronted by peers who might disagree. A person with integrity chooses behaviors that match her/his personal values.
- **FIFTH STEP – RE-EXAMINE:** Your values will change as you mature and gain life experience. Don't ever become too rigid or refuse to change. Always be willing to re-examine your beliefs and learn from your own mistakes.

DAILY PLANNER PAGE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							

UNIT TRAIT

Honesty

UNIT QUOTE

I hope that I shall always possess firmness and virtue enough to maintain what I consider the best of all titles – the character of an honest person. ~ George Washington

UNIT POINTS OF EMPHASIS

- Help students understand that the best way to create or ruin a reputation is through the use of responsibility and honesty.
- Explore the virtues of honesty and the consequences of lying.
- Acquaint students with the following ideal, “The best way to achieve freedom is to exhibit personal responsibility.”
- Present an overview of the week by showing the Week 5 Power Point presentation.

ETHICAL DILEMMA – HONESTY SCENARIOS

- Lead students in an ethical dilemma exercise dealing with honesty.
- As always, this is “process-oriented.” Direct students to write out their answers first, then get them on their feet discussing and debating.

LECTURE – ESTABLISH A POSITIVE REPUTATION

Lecture on the importance of establishing a positive reputation, emphasizing the role of personal responsibility and honesty.

CHARACTER MOVIE – *Quiz Show*

ROLE MODEL – SHERRON WATKINS

Quiz and discussion on **Chapter 5 – Sherron Watkins**. Be sure to emphasize the importance of honesty during the discussion.

LEADERSHIP ACTIVITY – SILENT LINE UP

This is located on characterandleadership.com. Under member area (password Tillman), select leadership activity button. Activities are designed to be interactive and allow students to learn by doing.

BASIC SKILL – CLASSROOM CONTRACT

Students develop goal for class they are struggling in and then schedule 5 minute app with that teacher.

GUEST SPEAKER PROVIDES LIFE LESSONS

A community police officer can often serve as a great guest speaker for this unit.

CHARACTER & LEADERSHIP BLOG

Go to www.characterandleadership.com and click on the blog button to view the weekly post. Dr. Hoedel writes about current events, provides commentary and asks discussion questions. To receive notifications about blog posts, “follow” us on Twitter @CDandLeadership or “like” our page on Facebook at Character Development & Leadership.

LEADERSHIP PRINCIPLE – KNOW YOUR STRENGTHS AND WEAKNESSES

This video is located on characterandleadership.com. Under member area (password Tillman), select leadership principles.

FINAL WRITING ASSIGNMENT – “LOOKING BACK”

This is the culminating assignment where we ask students to answer essay-type questions on paper and then provide oral presentations. This particular assignment asks students to look back on how they handled situations in the past and reflect on them.

HONESTY

How would you define this trait? _____

Definition provided by teacher: _____

“I hope that I shall always possess firmness and virtue enough to maintain what I consider the best of all titles – the character of an honest person.”
~ George Washington

What does this quote mean to you? _____

1. Imagine that you found a paper bag at school containing just over \$300. Nobody saw you pick it up, and there was no identifying information on or in the bag. *How would you handle this situation?*

What would a person of strong character do? *Why?*

2. A very smart friend offered to let you cheat off of him/her for a big test. If you were somehow guaranteed that you wouldn't get caught, would you cheat? *Why?*

What would a person of strong character do? *Why?*

3. The parents of your best friend will not allow her/him to create an Instagram or Snapchat account. Some tell her/him to create a dummy account and not tell her/his parents. What advice would give to your friend? *Why?*

What should a person of strong character do? *Why?*

Responsibility & Honesty

OBJECTIVES OF LECTURE

- Teach students that a bad reputation is easy to acquire, but once acquired, deliberate thought and energy is needed to change it.
- The best way to positively change a reputation is by being responsible and honest.
- There are distinct advantages of earning a good reputation – namely independence, freedom and respect from others.

TEACHERS HAVE REPUTATIONS

Discuss how students talk about teachers. Students know who's nice, who's tough and who really cares about students. This is called a **reputation** and students generally know the reputation of each teacher before they walk through their door on the first day of class.

ASK STUDENTS FOR EXAMPLES TO PROVE THIS POINT

- What teacher has the reputation for being a hard grader – making it difficult to get an A?
- What teacher has the reputation for teaching the most interesting classes?
- What teacher has the reputation for being the strictest teacher in the school?

STUDENTS HAVE REPUTATIONS

Discuss the fact that just as students sit around and talk about teachers, teachers also talk about students. This may seem unfair to students, but the point remains that teachers do it and it's never going to change. Most students have a reputation with teachers, and the teachers know a student's reputation before he/she enters their classroom on the first day of school.

EXAMPLES OF A POSITIVE REPUTATION

- “He’s a hard worker. If you give him an assignment, he’ll get it done.”
- “This student really applies herself. She’s going to be a success someday.”
- “He’s a good kid. You’re really going to like him.”
- “I can trust that student to do what she’s supposed to do.”

EXAMPLES OF A NEGATIVE REPUTATION

- “That student will look you right in the eye and lie to you. I wouldn’t trust her any farther than I could throw her.”
- “He’s got an excuse for everything. You can’t count on him.”
- “Watch out for this one, she’s a trouble-maker. She will disrupt your class day in and day out.”
- “It’s too bad. This kids got the brains, but he doesn’t apply himself.”

REPUTATION IS BUILT ON CHARACTER

Discuss how these comments were made about the character of a person, not about a person’s intelligence. Truth be told, teachers would rather have a student who works hard than a smart student who just slides by. A reputation is built on character. Character is a reflection of:

- How a person treats other people
- Whether a person causes trouble or talks back
- The level of responsibility a person takes for him/her self
- The amount of effort a person puts forth
- The degree to which a person can be trusted

ASSESS YOUR OWN REPUTATION (EXERCISE)

For this exercise, provide each student with identical sheets of paper and encourage them to all use a pencil. Ask students to write down the answer to this question: if all your teachers were in a room talking about you, what types of things would they say? In other words, what do you think your reputation is among the teachers at this school? After students finish writing their responses, direct them to wad up their paper in a tight ball and throw it into the center of the class. Be sure to mix them up to protect each person's identity and then read several of them out loud. Note the differences.

IMPROVING YOUR REPUTATION

The good news is that the attitude and behavior you choose today can change your reputation! A bad reputation is not a death sentence, it's just a summary of your past behavior, attitude and performance. Since a reputation is a portrait of your past, you can always take steps to change your reputation. The following are steps to build a positive reputation:

- Acknowledge and admit your faults, poor choices and/or bad behaviors.
- Apologize for your past mistakes.
- Make a choice to change for the better.
- Avoid situations and choices that could lead to a bad reputation.
- Consistently live up to your word.

THE IMPORTANCE OF EARNING A GOOD REPUTATION

(Instructor should use her/his own example.)

Last semester, I asked for a volunteer to pick up some materials for me at the office. The student who volunteered was the same student other teachers previously warned me about, but I decided to

give him a fair chance. It took him 25 minutes to return to class. Do you think the next time I needed something from the office, I asked the same student again? No! In fact, now I'm going to be hesitant to even let him go to the bathroom with a hall pass. Based on his behavior, I learned to trust him less, thus I restricted his freedom. This student had to consistently demonstrate honesty and responsibility before I could begin to trust him again. If he had returned from the office in five minutes, I would have assumed something completely different about his character and given him more freedom.

UTILIZING THESE TRAITS

Students have the power to alter their reputation by using the two most important attributes by which people are judged:

Honesty

- **Book definition:** The quality of being truthful, trustworthy and showing fairness; being genuine and open to others; not lying, cheating or stealing. A most honorable trait.
- **Real-life definition:** Being a stand up person who is truthful about her/his mistakes and doesn't make promises he/she can't keep.

Responsibility

- **Book definition:** Readily assuming obligations and duties; able to distinguish between right and wrong and to think and act rationally; being accountable for one's behavior.
- **Real-life definition:** Walking the walk and talking the talk.

CONCLUSION

The basic skill for this week will give each student a structured way to improve their reputation and academic standing.

AUTHOR'S NOTE

There is some language in this film, particularly GD & BS. If you choose to show this entire movie, be aware of the F word in scenes 10 & 15.

OVERVIEW

This movie is based on the real-life events of a game show, *Twenty-one*, that was on the air in the late 1950's. What made this game show unique was that it was rigged. The producers of the show gave the contestants the answers to the questions before the show. The two main contestants were Herb Stempel and Charles Van Doren. After the producer, Dan Enright, asked Stempel to take a dive, Stempel goes to the authorities to reveal the truth.

MORAL OF THE STORY

We will all be faced with real-life ethical dilemmas. While the easy road is more attractive, it is not usually the best choice. There are consequences to leading an unethical life and long-term benefits to taking the high road.

SELECTED SCENES

Scenes 06-09 (17:09 – 39:41)	22 minutes
Scene 22 (1:39:02 – 1:43:17)	4 minutes
Scenes 24-29 (1:47:06 – 2:08:40)	<u>21 minutes</u>
Total	47 minutes

DISCUSSION QUESTIONS

This movie indirectly asks the viewer a number of ethical questions:

1) Both Herb Stempel and Charles Van Doren wanted to play the game fair and square. Yet, at different times (scene 6 & 7), both voluntarily agreed to receive the answers to the questions. Why did they do it? What would you have done? What if it meant millions of dollars? Stempel was asked to miss a question. Why did he do it? What would you have done?

2) After declining to cheat, Van Doren (scene 8) recognizes the question and answers it anyway to defeat Stempel. How would things have turned out differently if Van Doren had A) deliberately answered incorrectly B) on live TV, told everyone that the game was rigged and walked off stage or C) held a press conference right after the show to tell America what was really going on?

3) In scene 9 and again in scene 22, Stempel is driven to expose the truth to the show. Why so driven after the fact? Guilt? A sense of shame? Altruism? Revenge? Greed?

4) In scene 25, the prosecutor, Dick Goodwin, says, "It's the getting away with it part that he couldn't live with?" This gets to conscience and integrity. Are these abstract things enough to keep people honest and ethical? Do you think "we" still have a conscience in the 21st century?

5) In scene 26, the major theme is the inherent consequences of being dishonest and unethical. Talk about how reputation, guilt, shame, and damage to one's personal/family name are still relevant.

6) If Van Doren could go back and do it all over again, how do you think he would have handled the situation differently? What about the folks at Enron? What about Tiger Woods? Joe Paterno...

1. Sherron Watkins worked for this major company when it declared bankruptcy.
A. Enron
B. Martha Stewart, Inc.
C. WorldCom
D. K-Mart
2. When this company declared bankruptcy, miraculously nobody lost their job.
True
False
3. Sherron Watkins is known as a whistle-blower.
True
False
4. Despite all that she did, Sherron still had regrets. What was Sherron's biggest regret?
5. They say that honesty is the best policy. Give two specific examples of how Sherron displayed this trait.
6. Sherron was faced with a real life ethical dilemma at work. What would you have done if you were in her situation?

BASIC SKILL

Classroom Contract

RATIONALE

One of the fundamental beliefs of this course is that there is no such thing as perfection. Everybody has room for improvement, and if people put forth an effort to improve, they will. Unfortunately, many people prefer to sit back and let the chips fall where they may. Those who use this reactive strategy are not usually successful. They are content to let things unravel and frequently blame other people when they fail.

To be successful, you must understand your weaknesses and work hard to improve them. This requires a proactive approach on your part. Address issues head on and take responsibility for your future. Your teacher expects the best from you and will not let you get away with mediocrity.

EXERCISE

The basic skill for this week is to apply the concepts of honesty and personal responsibility to your life. Each student will select the teacher that he/she is currently struggling with the most. For example, the student may be struggling academically in that class or may have an ongoing conflict with that teacher.

STEP 1 – MAKE AN APPOINTMENT: Each student will set up an appointment with his/her selected teacher (10 minute commitment). The student will tell the teacher that the purpose of the meeting is to discuss strategies that will help the student improve. The student should be sure to tell the teacher that he/she is genuinely interested in improving his/her grades and/or resolving a particular problem in class.

STEP 2 – SET THE AGENDA: Students should start the meeting by thanking the teacher for taking

time out of their day to talk with them. Next, they should say to the teacher, “This conversation should focus on the ways I can improve – this is not a discussion about how you (the teacher) can improve.”

STEP 3 – DEFINE THE PROBLEM: It is important for the student to tell the teacher what he/she is most concerned about. Ask the students to write down the goal they want to achieve.

During this semester, I want to: _____

STEP 4 – GET FEEDBACK: Students ask the teacher for three suggestions that will help them meet their goal.

Suggestion #1 _____

Suggestion #2 _____

Suggestion #3 _____

STEP 5 – MAKE IT HAPPEN: As a way of committing to the suggestions offered by the teacher, both the student and the teacher should sign the **Classroom Contract**. Students have one week to complete this assignment and return the signed contract to the teacher of this class. This contract is located in the student workbook and is a Week 5 handout.

Responsibility and Honesty

1. Discuss an occasion when you took responsibility for your actions and paid the consequences. What was the result?
2. Discuss an occasion when you deliberately lied, cheated or inappropriately confronted an authority figure. What was the result? Now that you are more mature, how would you handle the situation differently?
3. Write about a situation when someone did the right thing in a difficult situation and discuss the result. This can be someone you know or something you heard about through the TV or Internet.

Classroom Contract

SELECT THE TEACHER

Select a teacher that you are struggling with the most right now. For example, you may be struggling academically in this class or you may have an ongoing conflict.

Teacher: _____

MAKE AN APPOINTMENT

Set up an appointment with the teacher you selected (10 minute commitment). Tell the teacher that the purpose of this meeting is to discuss strategies that will help you improve. Be sure to tell this teacher that you are genuinely interested in improving your grades and/or resolving a particular problem in class.

Meeting: _____
(date & time)

DEFINE THE PROBLEM

Start the meeting by thanking the teacher for taking time out of their day to talk with you. Next, say to the teacher, “This conversation should focus on the ways I can improve – this is not a discussion about how you (the teacher) can improve.” Write down the goal you want to attain before the meeting.

During this semester, I want to: _____

GET FEEDBACK

Ask the teacher for three suggestions he/she has for meeting that goal this semester.

Suggestion #1 _____

Suggestion #2 _____

Suggestion #3 _____

Student (Signature)

Teacher (Signature)

UNIT TRAIT*Responsibility***UNIT QUOTE***People need responsibility. They resist assuming it, but they cannot get along without it.*

~ John Steinbeck

POINTS OF EMPHASIS

- This unit pairs the trait responsibility with the topic of Employability and Workplace Skills. This unit helps prepare students to flourish in their work careers.
- Many people entering the workforce are missing a sense of responsibility and work ethic. If your students can internalize these traits for their career, they will be that much further ahead.

ETHICAL DILEMMA – WORK PLACE SCENARIOS

- These dilemmas are set in the future and challenge students to contemplate how they would handle each situation.
- As always, this is “process-oriented.” Direct students to write out their answers first, then get them on their feet discussing and debating.

LECTURE – WHY PEOPLE GET HIRED & FIRED

Lecture on the reasons people get hired, promoted and fired in the work force, with a specific focus on personal attributes and/or character.

CHARACTER MOVIE – *The Pursuit of Happiness***ROLE MODEL – CAL RIPKEN JR.**

Read chapter 15 from the *Role Models* Textbook. Follow up with highlighted reading, quiz and discussion as you see fit. Be sure to emphasize Cal’s sense of responsibility to the fans, to baseball, to his teammates and to his family.

LEADERSHIP ACTIVITY – HUMAN CENTIPEDE

This is located on characterandleadership.com. Under member area (password Tillman), select leadership activity. Activities are designed to be interactive and challenge students to learn by doing.

BASIC SKILL – INTERVIEW SKILLS

Students can practice answering basic interview questions. If possible, arrange mock interviews.

GUEST SPEAKER PROVIDES LIFE LESSONS

It is highly recommended to invite a local business owner to provide her/his life lessons.

CHARACTER & LEADERSHIP BLOG

Go to www.characterandleadership.com and click on the blog button to view the weekly post. Dr. Hoedel writes about current events, provides commentary and asks discussion questions. To receive notifications about blog posts, “follow” us on Twitter @CDandLeadership or “like” our page on Facebook at Character Development & Leadership.

LEADERSHIP PRINCIPLE – SERVANT LEADERSHIP

This video is located at characterandleadership.com. Under member area (password Tillman), select leadership principles.

FINAL WRITING ASSIGNMENT – THE CHARACTER REFERENCE

The assignment is to write down three names that you would list as character references during an interview. Remember that a character reference cannot be a family member and ideally should be someone who has seen you at work or at school. Next, you are going to write a letter of reference about yourself from the point of view of one of the three individuals on your list.

RESPONSIBILITY

How would you define this trait? _____

Definition provided by teacher: _____

*“People need responsibility.
They resist assuming it, but they
cannot get along without it.*

~ John Steinbeck

What does this quote mean to you? _____

Handling Difficult Workplace Scenarios

1. You work full-time, 40 hours a week, Monday - Friday. Over the years, you have built up 10 sick days. It's a beautiful day outside and you would like to take advantage of the day. *Would you call in sick to go enjoy the day?*
 - 1A. *If you were an employer, how would you respond if you found out an employee faked an illness to skip work in order to enjoy a beautiful day?*

2. Imagine that you are a mechanic at a small garage. The owner calls you into his office and tells you that he is upset because you are too concerned about the wallet of the customer and not enough about the bottom line of the garage. In no uncertain terms, he tells you that you need to start finding “more severe problems” with the cars you fix or start finding another job. *Specifically, how would you handle this?*

3. A high-paying dream job is listed in the paper. Unfortunately, it requires a degree that you don't have, but you feel like you have the skills to do the job well. *Would you ever falsify a resume to get your foot in the door? What do you think would happen if the employer found out? Is it worth the risk?*

Employability & Workplace Skills

AUTHOR'S NOTE

To obtain and keep a job in today's economy, employers are looking for three main components. (It is recommended that the teacher bring in newspaper or go to on-line job sites like www.monster.com, allowing students to read the language in actual job advertisements in your area).

1) KNOWLEDGE

When looking at an ad in a newspaper or on-line, employers first list the knowledge and skills necessary for the job. Often times, it will specify a particular degree and/or skills needed to be considered as a viable applicant. It might read:

- *“Looking for someone with a bachelor's degree in chemical engineering.”*
- *“An associate's degree in drafting or architecture is essential.”*
- *“Applicant must possess excellent computer skills & understanding of SPSS.”*

Usually the more specialized and higher paying jobs require more education, greater knowledge and advanced skills.

2) EXPERIENCE

Many positions are considered to be “entry-level” jobs, which means that almost anyone can apply and be considered. These employers believe that they can teach you what you need to know to be successful on the job. Other jobs require candidates to possess a certain number of years of experience in a specified field. The ad might read:

- *“Minimum of three years of office management experience required.”*
- *“2 years in health care industry is preferred.”*
- *“Looking for someone with 3+ years of supervisory experience.”*

Usually the more specialized/higher paying jobs require more experience for the applicant to be considered.

3) PERSONAL ATTRIBUTES

Regardless of the type of job, employers are looking to hire individuals with strong character and excellent personal attributes. Employers want to know that a person has a good work ethic, is motivated and is a “go-getter.” They also want to know that an employee is honest, trustworthy and dedicated. One just has to look at the ads to understand how important this is:

- *“Seeking someone who is a fast-learner and can take direction well.”*
- *“Needing someone who is a motivated team player.”*
- *“Wanted – a goal-oriented person who is highly organized.”*
- *“This job requires an outgoing personality and quick decision-making skills.”*
- *“Only hard-working, motivated and ethical people need apply.”*

WHICH COMPONENT IS MORE IMPORTANT?

All three components are necessary to find and keep most jobs, but is one component more important than the others? To be honest, for highly-specialized jobs and jobs that require advanced degrees, knowledge is the key component that will get an individual in the door for an interview. With that being said, many argue that when it comes to employability and being successful in the workplace, “soft skills,” personal qualities and a person's character are just as important as the technical “hard” skills.

In fact, Dr. Jacquelyn Robinson, a work force development specialist says, “Having desirable personal qualities is more important than having a good basic educational foundation and critical thinking skills.”

4-H COUNCIL STUDY ON EMPLOYABILITY SKILLS

One study conducted by the National 4-H Council found that the overwhelming majority of employers are looking for workers with average intelligence and good social skills. Among these social skills are:

Put up Overhead, *What Employers Are Looking For:*

- Strong Work Ethic
- Positive Attitude
- Good Communication Skills
- Time Management Abilities
- Team Player
- Self-confidence
- Positive Response to Criticism
- Flexibility/Adaptability

National 4-H Council, 2014

NEWSWEEK & FORBES CONCLUSIONS

It seems like many young people don't understand the importance of these personal characteristics in the job market because *Newsweek* recently reported that 56% of employers were unhappy with a high school graduates level of motivation and responsibility and 35% were dissatisfied with their ability to work with others.

Other research reports suggest that employers want to know that a candidate is honest and ethical, that he/she can get along with others, show respect for authority, be counted on to arrive on time, work hard and meet deadlines.

WHY PEOPLE GET FIRED

Conversely, the top reasons that an employee gets fired or fails to be promoted are also indelibly linked to a person's character. Indeed, most jobs are not lost because an employee can't do the job or doesn't have a certain level of intelligence. Rather, people get fired because they lack personal traits. For instance, co-workers do not want to work with someone with a bad attitude or who can't get along with others. Likewise, employers do not want someone who is disrespectful or isn't responsible enough to meet deadlines.

Put Up Overhead – *Top 10 Reasons Employees Get Fired:*

- Proved to be dishonest
- Could not get along with other workers
- Did not have acceptable appearance
- Was unreliable or was absent/late too often
- Used work time for personal business
- Could not do the work
- Worked too slowly or made too many mistakes
- Refused to follow orders
- Repeatedly missing deadlines
- Misrepresented self or lied on application
- Caused too much drama at work

Fortune Magazine, 2015

TEACHER TIP

It would probably be helpful if the teacher could think of personal stories related to individuals you have worked with who got “passed over” or fired as a direct result of one of the bullet points on the following overhead.

THE LINK WITH CHARACTER

Each of the bullet points in the above studies correspond with the character traits, covered in this curriculum (and a few traits that are not covered in this curriculum). *Ask students to put a trait next to each of the bullet points to make sure they understand the connection.*

CONCLUSION

The marriage between hard technical skills and soft character related skills is what makes a person marketable, employable and successful on the job. It seems clear that one without the other only gets you halfway. Therefore, if you embrace and internalize the traits focused on in this class you will, 1) have an advantage over other applicants and be more employable, 2) these traits will make you stand out and get noticed in a positive way, thereby increasing the likelihood of promotions throughout your career and 3) decrease the odds of you being fired. *Ask students if they agree with the three points in the previous statement.*

OVERVIEW

This is the true story of Chris Gardner (played by Will Smith), who is struggling to make it financially in this world. When things get tough, his girlfriend leaves him to move across the country. Chris insists on keeping his son and assumes custody of him. When Chris takes an unpaid internship, he and his son soon get evicted from their apartment and end up living on the streets. Through hard work, determination and a bond of love, they eventually make it.

MORAL OF THE STORY

True happiness is not found in money. Rather, it is found in the satisfaction of achieving something positive in this world and loving our families.

SELECTED SCENES

Scenes 11-15 (41:20 – 57:28)	16 minutes
Scene 17	3 minutes
Scene 22-end (1:21:05 – 1:53:18)	<u>32 minutes</u>
Total	51 minutes

DISCUSSION QUESTIONS

- 1) In the conversation with Chris Gardner, he tells us the real meaning of this movie. He says that it is not a rags to riches story. He says the theme of this movie is his commitment to his son and his commitment to break the cycle of men who abandon their children. Why do you think it was so important for Chris to take on his responsibility when so many dads avoid their responsibilities? Do you think he should have taken a job that paid money to keep his son from living on the streets? Should he have just given up custody of his son?
- 2) One of the themes of this movie is that happiness is not found in wealth. It seems the director is telling us that happiness is found in the satisfaction of accomplishing something positive in this world and sharing that joy with those you love. Do you agree or disagree with this perspective?
- 3) While money doesn't equal happiness, poverty puts a huge strain on an individual and a family. Talk about the sequence of events that put Chris and his son on the streets.
- 4) This movie highlights the difficulties of living paycheck to paycheck, and the fact that many families are just a few bad breaks away from living on the streets. List the top five things you can do in the next 10 years to diminish the likelihood of this happening to you?
- 5) At the end of the movie, Chris experiences that one moment of happiness after all those tough times. Do you think it was worth it? Would you enter an internship without pay, and compete against 30 other people for one spot in a company? Why or why not?

BASIC SKILL

Interview Skills

RATIONALE

In a way, this is the culmination of many basic skills learned throughout the semester. For example, shaking hands, making eye contact and opening doors for others goes a long way to create a good first impression. Reflective listening skills and note taking skills can build rapport during the interview. It is important to have a resume prepared before the interview and equally important to write a thank you note afterwards.

EXERCISE

Set up mock interviews for the students. Have them dress up, bring their resumes and interview for a job. It is best to videotape these interviews to allow playback and critique. When I taught this course, the director of the city parks actually interviewed students for a real job. Afterward, he told the class who he would like to hire and explained his rationale. Several of these students worked for him during the summer.

BEFORE THE INTERVIEW

- Do as much research as you can on the company prior to the interview. Prepare intelligent questions you can ask during the interview to show you've done your homework.
- Practice your responses to common interview questions. Learning to sell yourself is a new skill.
- Always bring a pad of paper, extra copies of your resume, a planner and a pen to the interview, preferably in a professional portfolio (this is an excellent graduation gift).

DURING THE INTERVIEW

- Remember it's the little things that make a big difference.

- Arrive early and be extremely polite to the receptionist – he/she can sometimes make recommendations, especially when two applicants are equal.
- Do not wear perfume or excessive jewelry. Tattoos should be covered up and visible piercings should be removed. Don't give an employer a reason to not hire you.
- Dress professionally – it is always better to be overdressed than under-dressed.
- Make a good first impression by using a firm handshake, introducing yourself and making eye contact. Remember, most employers make a decision about a candidate in the first five minutes of an interview.
- Employers are looking for someone who is motivated and has a positive attitude – be sure to exemplify this with your verbal and nonverbal communication.
- Be confident and poised. A big turnoff is a candidate who is either too timid or too arrogant.
- Maintain eye contact throughout the interview. Use reflective-listening skills. Key into what employers are looking for and try to frame your answers to meet their needs.
- Every candidate has strengths and weaknesses. Be honest about your weaknesses, but try to frame them in a positive manner. Overcoming objections is a key to getting hired.
- At the end of the interview, be prepared to provide a summary statement. Say something like, "In summary, I feel that I am the best candidate for the job because..."

AFTER THE INTERVIEW

- Within 48 hours, write a thank you letter and mail it to the person who interviewed you. Be sure to emphasize your desire for the job and summarize your strengths.
- Sometimes it takes a long time for companies to get back to you. Don't become a pest by calling too soon or too often.

Sample Interview Questions to be Used During the Mock Interview

GENERAL QUESTIONS

- What are your three greatest strengths?
- What are your three worst weaknesses?
- How would you describe yourself?
- How would your best friend describe you?
- Tell me about yourself.
- What kind of student were you in school?

LIFE QUESTIONS

- Where do you see yourself in five years?
- What are your long-term career goals?
- What kind of personal goals have you set for yourself?
- Who has had the greatest influence on you? Why?
- What celebrity do you most admire and why?

PERSONAL QUESTIONS

- What was the last movie you saw and how did it affect you?
- What types of books and magazines do you read?
- What are your hobbies?
- How do you handle people that you really don't get along with?
- What have you done that shows initiative?

WORK RELATED QUESTIONS

- Can you work well under stress?
- Why did you decide to apply for this job in this company?
- Describe your perfect job.
- How important do you think character and integrity are to succeeding at this job?
- What kind of recommendations would I get from previous employers or teachers?
- Can you supervise people? What is your leadership philosophy?
- What kinds of grades did you get in school? Were you capable of doing better?

CURVE-BALL QUESTIONS

- If you were a car, what kind of car would you be and why?
- If you were an animal, which animal would you like to be? Why?
- Sell me the pen that I am holding.
- If you won the lottery and became a millionaire today, what would you be doing a year from now?
- If you could go back in time to any era, what era would you pick and why?
- What is your most vivid memory as a child?

Character Reference

After speaking with many individuals, almost all of them tell me that an employer has never asked for their GPA from school, but all of them were asked for character references, and in most cases the references were called. A character reference is someone who can vouch for your character – what kind of person you are – can you be trusted, do you work hard, how you handle anger, can you work well with others...

Your assignment is to write down three names that you would list as character references during an interview. Remember that a character reference cannot be a family member and ideally should be someone who has seen you at work or at school.

List References

1. Name: _____ Relationship: _____

Why did you choose this person?

2. Name: _____ Relationship: _____

Why did you choose this person?

3. Name: _____ Relationship: _____

Why did you choose this person?

Next, write a letter of reference about yourself from the point of view one of the three individuals on your list. In this letter you are to talk about your character and distinguish yourself from other candidates, but you can only do it from this person's point of view.