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THE EFFECTIVENESS OF TEACHING MORAL
DEVELOPMENT ON THE ETHICAL DECISIONS OF
FIRST AND SECOND GRADE CHILDREN

Anna M. Grant

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
Of
The Graduate School
At
Rowan University
May 6th, 2002

Approved by _____

Date Approved May 6, 2002

ABSTRACT

Anna M. Grant
The Effectiveness of Teaching Moral
Development on the Ethical Decisions of
First and Second Grade Children
2001/02
Dr. Stanley Urban
Learning Disabilities/Teacher Consultant

The purpose of this study was to determine the effectiveness of a program of character education administered to a group of first and second grade children over a six-month period. The subjects for this study attended or are presently attending Atlantis Elementary School, located on McGuire Air Force Base, New Jersey. This information can help determine whether or not an unstructured character education curriculum can lead to improvement in moral and ethical decisions. Participants were administered two forms of an assessment over a six-month period. The first assessment was executed in September of 2001. The participants were then introduced to one supplementary term per month. They received prescribed lessons one day per week. At the culmination of the sixth month, the participants were administered a final assessment. The results of the two assessments were then examined for changes in moral decision making. The data reveals that there is a significant contrast between the pre-test and post-test to demonstrate improvement in judgements.

MINI-ABSTRACT

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Many of my colleagues and their students have contributed an enormous amount of their time to this study and I am very grateful to them. I hope we will be able to use this study and grow with it.

I am extremely grateful to my husband Joe who supported me through this journey. It wasn't always a happy journey, but he endured and encouraged me.

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CHAPTER 1

BACKGROUND

Character education...how familiar are you with the term? Perhaps you're more familiar with the terms moral development or moral education. In reality the three words are inter-changeable, but character education represents the term in current use. There has been a great deal of interest in this area since the 1920's. The following theorists are prominent in the area of moral development: Erikson, Piaget, Vygostky and Kohlberg. During the 60's and 70's when Kohlberg was engaged in his initial work, the term character education was replaced with his theory of moral development and the values clarification approach became popular (Kohlberg 1975; Rath, Harmin, and Simaon 1966; Harmin, Kirschenbaum, and Simon 1973).

Thomas Jefferson favored mandatory universal education not only for three R's, but he also considered improving morals to be very important (Quinn, 1997). Horace Mann of Massachusetts, a pioneering advocate for universal education felt very strongly about character development. Additionally, he felt character should be placed ahead of knowledge (Quinn, 1997). Philosophers such as Aristotle felt that the ultimate goal of education is forming a well-rounded person (Brogan, B and Brogan, W, 1999). All of these diverse philosophers and educators express the idea that a person should be equipped to make judgments in all situations, not just those requiring "typical" school based knowledge. The concern for character education has endured for thousands of years and does not appear to be dwindling.

SIGNIFICANCE OF THE STUDY

This study is extremely important because of several crucial issues: first, is whether or not character education is the responsibility of the school or the home and church; second a trite phrase or group of words that refer to character education is not sufficient to grasp the robustness of this concept; and third, it seems inconsistent that teachers are being expected to teach character education, but do not receive training in this area in their preparation program.

In 1996, President Clinton called on educators to strengthen values and citizenship in our classrooms with parents providing support for lessons dealing with moral decisions (Quinn, 1997). As recently as six years ago, character education was not mandated in any of the states. Today, 15 states require some type of character education in their schools, and most require that various aspects of character education be taught (Robinson & Hayes, 1999; Ryan & Bohlin, 1999).

In January 2000, the New Jersey Character Education Partnership (NJCEP) was announced. The objective of this partnership was to help public schools locate valid character education programs. The Governor's fiscal year 2001 budget set aside \$4.75 million dollars for public schools and charter schools to implement programs of character education. Each district received at least \$4,000.00 for the first year of the program. In order to receive the funds the district needed to implement a character education program in at least one building. The first year was considered voluntary and 99% of the districts participated. District selection of programs was broken down in this way: 59% of districts chose Programs of Merit, 11% chose alternative programs, 18% chose to develop their own programs, and 12% implemented combined programs.

The funding remained the same for the second year with the Governor setting aside \$4.75 million dollars and each district receiving \$4,000.00. According to the information published by the New Jersey Department of Education, there were no additional guidelines for the second year of implementation and expansion.

The issue of what segment of society bears the responsibility of developing good character or moral development has not been completely resolved. However, it is clear that the task needs to be undertaken and the public schools have a role to play. It must be done without a religious orientation. Teachers have expressed skepticism and discomfort with the teaching of values and moral education. However, if the states can develop a clear curriculum and make materials available the uneasiness can be decreased.

Additionally, there needs to be a decision regarding terminology in order to clarify the focus of character education. Currently a plethora of words is being used. The choice of words to focus on could be among the following: trustworthiness, respect, responsibility, fairness, caring, citizenship, trust, honesty, self-confidence, self-control, kindness, courage and the list goes on (Berkowitz, 1950).

PURPOSE OF THE STUDY

The purpose of the study is to determine the effectiveness of a program of character education administered to a group of first and second grade children across a six-month period.

RESEARCH QUESTION

The data gathered in this study will be used to answer the following research question: What is the effect of teaching moral development on the ethical decisions promulgated by first and second grade children?

DEFINITIONS

Several terms are used in the present study, which have a special meaning when used in connection with character education. They are defined here to set the foundation for the present study.

1. Character: The complex of mental and ethical traits marking and often individualizing a person, group, or nation.
2. Character Education: Giving children a model of right and wrong.
3. Virtue: Conformity to a standard of right.
4. Ethical: Expressing or teaching a conception of right behavior.
5. Moral: The lesson to be learned from an experience.
6. Moral Education: Whatever schools do to influence how students think, feel, and act regarding issues of right and wrong.

LIMITATIONS

There are several limitations that must be taken into account when generalizing the results of this study. First, materials and lessons are improvised to teach ten specific words that represent concepts in character education; second there is no generally agreed upon methods of empirically measuring character education, but there is general agreement that observational methods can be used to evaluate character education. For example, a student may be observed making the correct choice when in a particular situation.

CHAPTER 2

REVIEW OF THE LITERATURE

INTRODUCTION

When character education is taught in the schools, it is teaching children to be responsible citizens. Growing up and becoming a responsible mature adult is often difficult in our society. When children don't grow up and flourish into mature adults blame is placed on a number of sources: it is because families' work too much; it is because of single-family homes; it is because of media influences such as television or the music industry. Culpability is not the only; rather initiatives to improve the character of children are more meaningful. However one decides to approach this difficult task within the classroom, it needs to be individualized and carefully planned.

DEFINITIONS OF MORAL VALUES

For the last several years there have been numerous plans implemented in the schools to assume the task of moral education. Many private organizations, such as the Character Education Institute are dedicated to promoting values education. Their program can be used in grades K through 9 and are being used in "about 50,000 classrooms in forty-six states" (Beswick, 1992). There are a number of additional private companies supplying information that are also being used in programs of moral education.

A significant question that arises is whose morals/values are individuals basing their programs on (Dune, 1997). Dune states that morality is defined as acting in accordance with morals. However, he goes on to dissect them into two groups: positive

morality and negative morality. Positive morality deals with helping those in need while negative morality implies that you ignore those in need, which in turn causes hurt to them.

This definition needs to be applied to the schools and has two aspects that must be considered: first examining it as a researcher and relating it to academics; and second tying it to everyone else in the school, from the administrators to the parents.

It is important for researchers to develop operational definitions. There are currently at least five approaches to moral education each with its own definition and they include: 1) Values Clarification 2) Kohlberg-based Cognitive Moral Development 3) Character Education 4) Values Analysis (Irwin, 1987) and 5) Values Stimulation (Veugelers, 1995; Dune, 1997). Each of these approaches is a different method or have different goals. However, it is important to realize that they all use "Moral Education" as an umbrella term (Dune, 1997). This term implies that in some way, they are trying to improve values.

APPROACHES TO MORAL DEVELOPMENT

The following is a closer, more in depth look at the five approaches:

1) Values Clarification is a model that encourages children to use their critical thinking skills to acknowledge the values that have been instilled in them to create their moral code. Children are required to have their belief corroborated by peers, however the child cannot be censured. Values Clarification is based on the beliefs of the existentialist. The overriding aim is, through examination, consideration, and exploration, to make children understand their own values (Boyer, 1977).

2) Kohlbergian Moral Development theory has been widely studied by researchers and has as its main goal the objective of having the children involved in discussion, without bringing in their own personal views. The next goal is to put specific children in each group. They can then discuss the scenario and hopefully with the input of the “better” thinker, come to the correct outcome.

3) Character Education programs are more commonly encountered. The goal here is to act in the appropriate manner. It’s felt that lessons need to be taught and one should practice what is preached.

4) Values Analysis represents a form of values clarification, but is more specific. This approach is firmly situated in argumentation theory and formal debate practice (Irwin, 1988). The goal here is to view a problem from many angles. Then establish a debate environment and argue both for and against different ethical positions (Irwin, 1987).

5) Values Stimulation is an approach that originated in the Netherlands. The promise underlying this approach is that values are always with us, whether recognized or not. The teacher then uses this to her advantage and discusses it with the children. All class discussions and lessons are built around this theory of values being with us. Research supports that when teachers teach a value-loaded topic they often follow a progression of steps: first not expressing their own values, then stressing differences in values without expressing the values they find important, and finally indicating the value they themselves find important (Veugleres, 1995).

The problem with these approaches is that typical schools and communities are looking for a program entitled “Character Education”. Different pieces from various

approaches could be packaged into this “Generic Program”. Additionally, it is felt that both the school and community need to be involved in the same program, whatever that may be.

EVALUATION OF MORAL EDUCATION

The people who develop these various programs tend to bypass formally defining terms such as; values, character and morals. Instead, they tend to mention the attributes that their programs promote such as: honesty, respect, kindness and so on. The general consensus is that the schools choose the words that will fit best in their community. Unfortunately, community acceptance proves cultural congruency, not necessarily moral excellence (Dune, 1997).

Unfortunately, after teaching all of the lessons from the program the school has selected, it is virtually impossible to measure improvement. Many professionals feel improvement is seen within the class, school or community. However, this does not allow one to formally assess the growth. This continues to be a significant problem for educators involved in moral education.

There are assessments that are being used, but are strongly rooted in the research field. One example is Rest’s Defining Issues Test (DIT). This assessment is compatible with Kohlberg’s theory. It requires a person to rank order and make choices. It has been questioned as to its effectiveness in assessing short-term change (Dune, 1997).

Other measures exist, but are primarily assessing value and attitude, not morality (Lockwood, 1978, Dune, 1997). The major hindrance in implementing a value survey as a morality measure is that value surveys aren’t intended to have “right” or “wrong” responses (Dune, 1997).

Two other researchers Greenberg and Fain, created a multiple-choice test to represent “character” (Dune, 1997). An example of a question from the test follows here; “When someone else does something wrong and you get blamed for it. Then it is: A. Just B. Unjust C. Unimportant”, or another example, and “Jack wanted to play baseball. Billy wanted to fly kites. They should: A. take turns B. Play baseball C. Play kites” (Greenberg and Fain, 1981). This measure has face validity, but is clearly looking at moral issues, not character issues. The material used for the assessment appeared to be curriculum driven. This study did not show whether decisions led to long term improvement in character or moral development.

There is one school wide program developed by the Character Development Program (CDP) that is being linked to character education, because it carries with it an umbrella term. It is said to “enhance the development of children’s prosocial characteristics, defined broadly to include motives, attitudes, cognition, and behavior which reflect understanding of others, concern for the welfare of others, and the inclination to balance one’s own needs with those of others” (Battistich, Solomon, Watson, Solomon & Schaps, 1989). Using the term “prosocial” allows one to connect with character education, and is less problematic. The CDP created the program linked to the psychology field, not the education field.

This “packaged” program is crammed full of training, lessons, observations and other materials, which are extremely complex. It claims to be able to prove that moral education is relevant at the elementary level. Unfortunately, the originators of the research were handling all aspects of implementation and evaluation. While this raises

questions of researcher bias, the evaluation design was so extensive as to effectively eliminate the possibility of independent evaluation (Dune, 1997).

There are several other researchers that have created assessments and studies. Collectively, the research on moral education isn't consistent. Nor, does it appear to be leading to the same outcome. Which continues to return one to the original question:..... What is the effect of teaching moral development?

Jonathan Dune expressed it adeptly, "We would never drive across a bridge designed by an engineering firm with a knowledge base as soft as our evaluative knowledge of moral education. Yet, in the long run, the direction of our society is determined by peoples' choices, which result from making personal decisions and acting upon them. If some of these choices result in human suffering, and morality is not hurting others (minimal); then the world is not nearly moral "enough" and education is required (Dune, 1997).

CHAPTER 3
DESIGN OF THE STUDY
INTRODUCTION

Prior to this study being conducted, I created a simple Character Education curriculum to use in my classroom as a springboard. The goal was to revise and add to the program as it was taught. My district handed us a booklet with the ten words that we were to concentrate on and set us on our way. A list of the words is included in Appendix A. An example of goals and objectives that were developed is included in Appendix F. To make things less chaotic for myself I developed a book list of possible selections to be read. This is included in Appendix B. Additionally, I created monthly parent letters to introduce the new word for the month and to provide reinforcement at home. A sample letter is included in Appendix C. In order to maintain continuity, the same opening activity is always used. An example of this form is included in Appendix G.

The children that participated in this study attend the North Hanover school system. It is a K through 6th grade school system. Upon graduating from sixth grade, the children attend Northern Burlington Middle and High School. The elementary schools are located on McGuire Air Force Base. There are four base schools and one township school that comprise the elementary school buildings. The township school is a K through 6th grade building. On the base there is a K-4 (4 year old program) K-5 (5 year old program) building, a first and second grade building, a third and fourth grade building, and a fifth and sixth grade building. All of the children that attend the base

schools live on the base, with the exception of kindergarten. The children in kindergarten may or may not live on the base.

The demographics of the area are listed here:

Demographic:

- Population of McGuire Air Force Base is 7, 399
- Median age is 23.48 years.
- Median household income is \$36,309.
- Percentage of single households is 14.09%.
- Percentage of married households is 85.91%.
- Percentage of families (households with children) is 92.53%.
- Average household size is 3.38 people
- Percentage with college or better is 25.7%.
- Percentage of white collar is 36.20%.

The method of sample selection used in this study was a convenience group composed of children enrolled in the school where the researcher is a teacher. The instrumentation used was a pre-test and post-test. The pre-test was administered on September 5th, 2001 and the post-test was administered on March 15th, 2002. A copy of the pre-test is included in Appendix D and a copy of the post-test in Appendix E.

The research design that was used was a within-subjects approach. There were four first grade classes targeted as the subjects. Sample Group 1 had six subjects, Sample Group 2 had fifteen subjects, Group 3 had twenty-two subjects and Sample Group 4 had twelve subjects.

CHAPTER 4

PRESENTATION OF THE RESULTS

In order to answer the research question in this study, two forms of an assessment instrument were administered. The first assessment, a pre-test was administered in September of 2001 and the second, a post-test was administered six months later, in March of 2002. There were four sample groups utilized in this study. Due to relocation orders from the military, the number of children participating in the two assessments fluctuated.

Table 1
Pre-Test Results

Sample Group	1/10 Correct	2/10 Correct	3/10 Correct	4/10 Correct	5/10 Correct	6/10 Correct	7/10 Correct	8/10 Correct	9/10 Correct	10/10 Correct
Sample Group One		1				1	1			3
Sample Group Two		1			1	1	2	3	5	2
Sample Group Three		1			1		1	5	6	7
Sample Group Four			1	1	1	2	1	5	1	

Students Taking Test

Table 2
Post-Test Results

Sample Group	1/10 Correct	2/10 Correct	3/10 Correct	4/10 Correct	5/10 Correct	6/10 Correct	7/10 Correct	8/10 Correct	9/10 Correct	10/10 Correct
Sample Group One			1		1		1		1	1
Sample Group Two						1		2	7	10
Sample Group Three				1			2		3	14
Sample Group Four				1		2	2	1	3	4

Students Taking Test

FINDINGS

The pre-test results showed very varied scores. There were a total number of fifty-four children utilized. The breakdown is as follows: three children achieved twenty percent, one child achieved thirty percent, one child achieved forty percent, three children achieved fifty percent, four children achieved sixty percent, five children achieved seventy percent, thirteen children achieved eighty percent, twelve children achieved ninety percent, and twelve children achieved one hundred percent.

The post-test results also showed varied scores, however, the percentage of children that achieved one hundred percent increased by fifty percent. There were a total number of fifty-eight children utilized. The breakdown is as follows: one child achieved thirty percent, two children achieved at forty percent, one child achieved fifty percent, three children achieved sixty percent, five children achieved seventy percent, three children achieved eighty percent, fourteen children achieved ninety percent, and twenty-nine children achieved one hundred percent.

CHAPTER 5

SUMMARY

The purpose of this study was to determine the effectiveness of a program of character education administered to a group of first and second grade children over a six-month period. The subjects for this study attended or are presently attending Atlantis Elementary School, located on McGuire Air Force Base, New Jersey. This information can help determine whether or not an unstructured character education curriculum can lead to improvement in moral and ethical decisions. Participants were administered two forms of an assessment over a six-month period. The first assessment was executed in September of 2001. The participants were then introduced to one supplementary term per month. They received prescribed lessons one day per week. At the culmination of the sixth month, the participants were administered a final assessment. The results of the two assessments were then examined for changes in moral decision-making. The data reveals that there is a significant contrast between the pre-test and post-test to demonstrate improvement in judgments.

CONCLUSION

This research project demonstrated that a six-month period of training resulted in an improvement in moral decision-making. The number of children obtaining one hundred percent on the evaluation instruments more than doubled by the conclusion of the training program.

DISCUSSION

The findings indicated that specific training could effect improvement in the area of moral decision-making. However, this training program was highly individualized and did not represent a specific curriculum offered by the district. The researcher generated unique lessons, parent letters and book lists. By utilizing these methods and materials in the classroom, it enabled the children to assimilate the phrases and generalize them into their daily lives. Additionally, the phrases were very visible within the classroom, so the children always knew to survey the room for reminders.

This district selected the ten monthly phrases for their curriculum, as does each district. Unfortunately there is no continuity on the terminology to be used. There are numerous private companies that have created their specific curriculum, however, the word directories that they compose continue to be quite varied. Due to all of these variations, it is almost impossible to generate continuity across the districts. It might be beneficial to generate ten phrases, one for each month of school could be agreed upon and thus greater continuity would occur. It would seem that if Core Content Curriculum Standards could be agreed upon then ten terms could be formulated for character education.

An additional area of concern falls into the teacher preparation realm. Teachers are required to teach character education to their students, but are given no pre-service training in this area. Colleges and Universities have been faced with this dilemma and they persist to respond that there just is not ample time to accommodate this. This is a controversy that needs to be addressed promptly. How is it justified that character

education is now being formally taught in the schools yet pre-service training in this area is not being deemed as relevant?

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APPENDIX A

CHARACTER EDUCATION WORDS OF THE MONTH

September.....Trust

October.....Respect

November.....Cooperation

December.....Kindness

January.....Responsibility

February.....Giving

March.....Honesty

April.....Self-Confidence

May.....Self-Control

June.....Fairness

APPENDIX B

CHARACTER EDUCATION BOOKLIST

SEPTEMBER...TRUST

Bedtime for Frances
A Day's Work
The Empty Pot
Ira Sleeps Over
Sam, Bangs and Moonshine
The Tale of Peter Rabbit
Too Many Types Of Tamale

OCTOBER...RESPECT

Alexander and the Wind-Up Mouse
Are You My Mother?
The Big Boasting Battle
Fish Is Fish
Frederick
The Hating Book
I Hate My Brother Harry
Inch by Inch
The Quarreling Book
Smoky Night
Stella Luna

NOVEMBER.....COOPERATION

Pop Goes the Turnip
Mr. Tall and Mr. Small
Berlioz the Bear
Stone Soup
Zinna and Dot
A Bundle of Sticks
The Little Red Hen
A Bargain for Frances
Swimmy
The Giant Jam Sandwich
Uncle Jed's Barbershop
The Big Pumpkin

DECEMBER.....KINDNESS

The Paper Crane
The Wild Christmas Reindeer
A Fish in his Pocket
The King at the Door
The Scarebird
The Country bunny and the Little Gold Shoes
The Talking Eggs
Horton Hears a Who!
Murfaro's Beautiful Daughters
Moonfall
I know a Lady

JANUARY.....RESPONSIBILITY

Another Mouse to Feed
Five Minutes Peace
Herbie's Troubles
Luke's Bully
Mother's Day Mice
Sachiko Means Happiness
The Song and Dance Man
Strega Nona
Swimmy
Tell Me a Mitzi
Wilfrid Gordon McDonald Partridge

FEBRUARY.....GIVING

Alejandro's Gift
Angel Child, Dragon Child
The Doorbell Rang
How Many Days to America?
The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear
The Legend of the Bluebonnet
The Rainbow Fish
Through Grandpa's Eyes
What Mary Jo Shared

MARCH.....HONESTY

The Boy Who Cried Wolf
On My Honor
The True Francine
A Day of Work
The Principal's New Clothes
Molly's Lies
The Secret Box
Tell Me No Lies
The Empty Pot
Jamaica's Find
A Bargain for Frances

APRIL.....SELF-CONFIDENCE

Chrysanthemum
Flossie and the Fox
Casy at the Bat
Tuck Everlasting

MAY.....SELF-CONTROL

The Boy and the Nuts
The Fox and the Crow
The Frogs at the Well
The Goose That Laid the Golden Egg
Noisy Nancy Norris
Champions Don't Cry
Arthur's Teacher Trouble
Baby Rattlesnake
The Dancing Granny
Galimoto
Keepers of the Animals
Thunder Cake

JUNE.....FAIRNESS

The Berenstain Bears and the Slumber Party

Pain and the Great One

The Green Thumb Thief

My Brother Steve

Bee My Valentine

Sniffles

The Empty Pot

Moose

The Lion, the Witch and the Wardrobe

This Farm is a Mess

Mrs. Frisby and the rats of NIMH

APPENDIX C

September 6th, 2001

Dear Parents,

This month we will be studying about *trust*. Trust means to believe or have confidence in. Some qualities of trust are: being honest, fair, or dependable. These are characteristics that we'd like to instill in our children at school and at home.

Several books for young children address trust. These books include:

Bedtime for Frances
A Day's Work
The Empty Pot
Ira Sleeps Over
Sam, Bangs and Moonshine
The Tale of Peter Rabbit
Too Many Tamales

We will read some of these in class.

Expect your child to use the words: *trust, honest, honesty, truth and trustworthy* in their conversations with you this month. You may have an opportunity to share your feelings with your child about trust. Please feel free to call with questions and concerns.

Sincerely,

APPENDIX D

NAME: _____

DATE: _____

Listen to each sentence carefully. Fill in the circle next to the correct answer.

1. When you take turns playing basketball, or listen to what others have to say without interrupting, you are showing:
 fairness feelings nothing
2. When a friend tells you a secret and you do not tell anyone, your friend knows you can be:
 trusted dishonest sneaky
3. When you work hard and hand in all your homework every day to the teacher, you are being:
 silly responsible lazy
4. When you stay focused on your work, wait to be called upon by the teacher, and do not act out when you get angry, you are showing you have:
 magic self-control magic
5. When you are always positive about yourself, tell yourself you can do things, and always try to do your best, you are showing that you have:
 self-confidence fears money
6. When you share your snack with a friend, help your friend pick up his or her toys, or lend your friend a pencil, you are called a _____ person.
 nasty giving goofy
7. When you listen to the teacher, ask to borrow a pencil, say please and thank you to someone, you are showing:
 tricks respect surprise
8. When you do something wrong in class, or break a rule on the playground, and you tell the truth about what happened, you are being _____ about the situation.
 frightened careful honest
9. When you help your teacher clean up the classroom and make things look neat and tidy, you are being:
 mean kind funny
10. When you and your friends play a game, and everyone gets along, you are showing you can _____ with each other.
 tease bother cooperate

APPENDIX E

NAME: _____

DATE: _____

Listen to each sentence carefully. Fill in the circle next to the correct answer.

1. When you raise your hand to ask a question instead of calling out, you are showing:
 feelings nothing fairness
2. If your Mom tells you that she got something for your Dad and you don't tell him, then your Mom knows you can be:
 sneaky trusted dishonest
3. When you remember to do your chores, you are being:
 responsible silly lazy
4. If you do not have a temper tantrum when you don't get your way, you are showing that you have:
 talent self-control magic
5. If you work hard in school, do your very best, and feel good about your work, you are showing that you have:
 fears money self-confidence
6. If you have two books to read and you give one to a friend that doesn't have any, you are called a _____ person.
 giving nasty goofy
7. If you remember to use your nice words (please, thank you), you are showing:
 surprise respect tricks
8. If you break a toy that belongs to a friend and tell the truth about how it happened, you are being:
 careful honest frightened
9. When you remember to do your part of the housekeeping before going home from school, you are being:
 kind mean funny
10. If you get a project done quickly in class and no one calls out, you are showing you can:
 cooperate bother tease

APPENDIX F

GOALS AND OBJECTIVES FOR CHARACTER EDUCATION

MONTH: SEPTEMBER

Goal: TSW develop an understanding of trust.

CCS: 2.2

Week One Objective:

TSW brainstorm with peers what trust is and identify its meaning by reciting and Writing.

Week Two Objective:

TSW identify by retelling why it is important to be trusted and to trust others. (Use the story A Days Work)

Week Three Objective:

TSW identify by retelling why it is important not to lie. (Use the story The Empty Pot)

Week Four Objective:

TSW review the definition of trust by reciting it and listing its characteristics.

APPENDIX G

Name: _____

Date: _____

The word for September isTRUST.

BRAINSTORM:

WEBSTER SAYS IT MEANS: