

Character Education Resource Center *News You Can Use*

December 2019

Using Character Quotes in the Classroom: Developing an Attitude of Gratitude

Quotations are often a time-effective instructional strategy to engage your students to “think about thinking” (meta-cognition). Quotes lend themselves to critical thinking, application to lessons in life, a conversation starter for home and classrooms, and a character/behavior guide.

In addition, quotes meet Common Core State Standards for ELA-Literacy.CCRA.R2, CCRA.R8, CCRA.R9 ([Mensa Education & Research Foundation](#)) To You Their Teacher: It’s up to YOU to answer four questions about this lesson: (1) Do you want to use it? (2) If so, do you need to modify it? (3) How much time will you give it? (4) How will it be extended?

Objectives: After this lesson students will be able to:

- Compare and contrast quotations
- Find information about the author of each quote
- Determine the meaning and implication of each quote
- Write/draw how the quote may apply to what they do and say
- Discuss the meaning of the quotes with their classmates, friends, family.

Feeling gratitude and not expressing it is like wrapping a present and not giving it.

- William Arthur Ward

Gratitude is one of the most powerful human emotions. Once expressed, it changes attitude, brightens outlook, and broadens our perspective.

- Germany Kent

The real gift of gratitude is that the more grateful you are, the more present you become.

- Robert Holden

Develop an attitude of gratitude and give thanks for everything that happens to you, knowing that every step forward is a step toward achieving something bigger and better than your current situation.

-Brian Tracy

If you’re not making someone else’s life better, then you’re wasting your time. Your life will become better by making other lives better.

- Will Smith

The Eleven (11) Principles

For over 20 years, Character.org, a non-profit, non-sectarian national organization, has been certifying schools based on their implementations of The 11 Principles of Effective Character; principles that can serve as a framework for establishing highly effective character education programs in schools. Understanding and using these principles helps schools: learn what character education is, how to identify a school environment that fosters character development in students, who must be involved in designing character education programs, and provides an evaluation component to assess a schools' character education program.

Here is the Florida Character.org At A Glance list:

Principle 1. The school community promotes core ethical and performance values as the foundation of good character.

Principle 2. The school defines "character" comprehensively to include thinking, feeling and doing.

Principle 3. The school uses a comprehensive, intentional, and proactive approach to character development.

Principle 4. The school creates a caring community.

Principle 5. The school provides students with opportunities for moral action.

Principle 6. The school offers a meaningful and challenging academic curriculum, that respects all learners, develops their character, and helps them to succeed.

Principle 7. The school fosters students' self-motivation.

Principle 8. The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.

Principle 9. The school fosters shared leadership and long-range support of the character education initiative.

Principle 10. The school engages families and community members as partners in the character-building effort.

Principle 11. The school regularly assesses its culture and climate, the functioning of its staff as character educators and the extent to which its students' manifest good character.

Question-Asking: The Right Question Institute

Question Formulation Technique (QFT) Summary of 6 Steps:

1. Teachers design a question focus
2. Students produce questions
3. Students improve their questions
4. Students prioritize their questions
5. Students and teachers decide on next steps
6. Students reflect on what they have learned

One significant change will be that students will be asking all the questions. A teacher's role is simply to facilitate the process. It may take a minimum of 45 minutes for students to go through all the steps the first time, but as they gain experience using QFT, teachers find that the students can run through then process very quickly, in 10 to 15 minutes, even when working in groups. Teaching this skill in every classroom can help successful students to go deeper in their thinking and encourage struggling students to develop a new thirst for learning. <https://rightquestion.org/>

Virtue of Love for the December Holidays

There is an extreme powerful force that, so far, science has not found a formal explanation. This universal force is LOVE.

Love is Light to those who give it and receive it.

Love is Gravity, because it makes some people feel attracted to others.

Love is Power, because it multiplies the best we have, and allows humanity not to be extinguished in their blind selfishness.

Love unfolds and reveals. For love we live and die.

Love is the most powerful force there is, because it has no limit.

Love is God and God is Love.

Anonymous

We are a resource center which means that we are here to meet your needs and interests in the character education of children and youth. Please reach out to us if we can assist you in any way.

Our Motto: If we don't have it, we can get it or create it.

Our Vision: We believe that education for human service must be grounded in the public's desire for ethical, civic-minded, character-based leaders and citizens.

Our Mission: It is the Center' responsibility to provide services and resources to schools, families, communities, K-12 educators, students, educators, community agency leaders and others interested in educating the "hearts and minds" of children and youth.



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What do you think of this month's NUCU? We'd love to hear your **thoughts, questions** and **feedback**: character@sandiego.edu

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