

# Character Education Resource Center News You Can Use May 2019

## Character Quotes: Using Quotes in the Classroom

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, they 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.

(1) *It’s the rough side of the mountain that’s the easiest to climb; the smooth side doesn’t have anything for you to hang on to..*

- Aretha Franklin

(2) *If opportunity doesn’t knock, build a door.*

- Milton Bearle

(3) *Greatness occurs when your children love you, when your critics respect you and when you have peace of mind.*

- Quincy Jones

(4) *Evil communication corrupts good manners. I hope to live to hear that good communication corrects bad manners.*

- Benjamin Banneker

(5) *What you’re supposed to do when you don’t like a think is change it. If you can’t change it, change the way you think about it.*

- Maya Angelou

# H.E.A.R. Strategy

## Teach Students to Actively Listen

A strategy Wilson & Conyers (2016, pp. 80-81) created is called H.E.A.R. The strategy offers concrete steps to focus on and improve listening. The H.E.A.R. strategy consists of four steps:

- **Halt:** Stop whatever else you are doing, end your internal dialogue on other thoughts, and free your mind to pay attention to the person speaking.
- **Engage:** Focus on the speaker. We suggest a physical component, such as turning your head slightly so that your right ear is toward the speaker as a reminder to engage only in listening.
- **Anticipate:** By looking forward to what the speaker has to say, you are acknowledging that you will likely learn something new and interesting, which will enhance your attention.
- **Replay:** Think about what the speaker is saying. Analyze and paraphrase it in your mind or in discussion with the speaker and other classmates. Replaying the information will aid in understanding and remembering what you have.

[Watch Donna Wilson model the H.E.A.R. strategy with elementary students in an episode of ASCD's video series](#)

## Skills to Raise Emotional Intelligence

*Skill 1: The ability to quickly reduce stress.*

*Skill 2: The ability to recognize and manage your emotions.*

*Skill 3: The ability to connect with others using nonverbal communication.*

*Skill 4: The ability to use humor and play to deal with challenges.*

*Skill 5: The ability to resolve conflicts positively and with confidence.*

Jeanne Segal, PhD., &  
Melinda Smith, M.A., September 2012  
<https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm/>

## Helping High Schoolers Find Purpose

William Damon, the director of the [Stanford Center on Adolescence](#), defines purpose as “a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self.” According to research by [Kendall Cotton Bronk](#), truly finding one’s purpose requires four key components: dedicated commitment, personal meaningfulness, goal directedness, and a vision larger than one’s self. The seven ways: (1) start with the “Why;” (2) value students’ inner lives; (3) learn from failure; (4) take students out into the world; (5) see teachers as mentors and coaches; (6) foster collaboration; and (7) prioritize internal motivation over external achievement.

Patrick Cook-Deegan | January 11, 2016

[http://greatergood.berkeley.edu/article/item/seven\\_ways\\_to\\_help\\_high\\_schoolers\\_find\\_purpose](http://greatergood.berkeley.edu/article/item/seven_ways_to_help_high_schoolers_find_purpose)

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## National Commission on Teaching and America’s Future

The teacher turnover rate in the US has risen to 16.8 percent recently. In urban schools it is over 20 percent, and, in some schools and districts, the teacher dropout rate is actually higher than the student dropout rate. The problem is especially acute for young teachers at the beginning of their career; **46% of all new teachers in the United States leave the profession within five years.**

THE PERMANENTE JOURNAL (Winter 2014)

# Memorial Day, May 27

Officially, the day is set aside not so much to praise the living veterans (they are honored on Veterans Day, November 11), but rather those who died in battle or from wounds received in battle in any of America's wars or armed conflicts.

- [History of Memorial Day](#)  
From pbs.org, a short history on the origins of Memorial Day.
- [Memorial Day Background](#)  
A history of Memorial Day and ways in which veterans are honored. From the U.S. Department of Veterans Affairs.
- [Keeping It Current Newsletter, Houghton Mifflin Harcourt](#)

## The Importance of Character Education Character Education Recommended for School Safety

The Federal Commission on School Safety has officially recommended Character Education. Six pillars of effective character education were highlighted as part of the report:

1. Prioritize character education
2. Build healthy relationships
3. Foster Intrinsic motivation
4. Model good character
5. Empower all school stakeholders
6. Take a long-term developmental perspective.

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## SAVE THE DATE

## CHARACTER EDUCATION CONFERENCE

**DATE: Friday, June 28, 2019 TIME: 8:30am–3:00 pm**

**LOCATION: SOLES: Hill Hall on the USD campus**

**CHARACTER MATTERS: Character Lessons for the Classroom**

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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.

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

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# "Marines in Flight"

*The Flying Leatherneck Historical Foundation*

STUDENT ART CONTEST

2019



## Marines in Flight Art Contest

The Center is pleased and proud to present your students with the opportunity to participate in the first annual "Marines in Flight" Art Contest.

The purpose of the contest is to give students a platform to express their artistic and creative skills as they learn about U.S. and aviation history as well as the contributions, courage and sacrifices of the men and women who designed, built, flew, and maintained these iconic aircraft. All students who reside in San Diego County qualify. There are categories for students in grades 6-8 and 9-12.

The contest offers cash awards and all those who submit artwork will be entered in a drawing for an IPAD Pro! **Deadline for submissions is June 7, 2019.**

Winning artwork will be put on display in the galleries of the Flying Leatherneck Aviation Museum.

Go to <https://flyingleathernecks.org/about-us/programs/art-contest/> for more information.