

Thomas Lickona

# Educating For Character How Our Schools Can Teach Respect And Responsibility Thomas Lickona

In this revised edition of their bestselling book, the authors provide a comprehensive character education framework designed to help primary school administrators, educators , and concerned citizens organize, implement, and assess character education programmes in their schools. The authors propose many new ideas, suggestions, and promising practices that may be personalized to fit the needs and interests of a school, community, and children and youth. These include tips for leaders on how to involve all stakeholders and how to reach consensus, steps for developing a values curriculum, and strategies for instruction and staff development.

????????????????????????????????  
????????????????????????????????  
????????????????????????????????  
????????????????????????????????  
????????????????????????????????  
????????????????????????????????  
????????????????????????????????TOP 10  
????????????????????????????????  
????????????????????????????????  
????????????????????????????????  
????????????????????????????????  
????????????????????????????????





commentators and citizens, in which the various stakeholders have sought influence over a wide range of social and economic issues, including education. The centerpiece is a discourse analysis of proposals funded by the United States Department of Education's Office of Educational Research and Improvement (OERI). Discourse profiles from sets of states that exhibit two distinct conceptions of character are examined and the documents from particular states are placed in dialogue with the OERI Request for Proposals. One profile reflects the dominant perspective promoted in the U.S., based on an authoritarian view in which young people are indoctrinated into the value system of presumably virtuous adults through didactic instruction. The other reflects the well-established yet currently marginal discourse emphasizing attention to the whole environment in which character is developed and enacted and in which reflection on morality, rather than didactic instruction in morality, is the primary instructional approach. By focusing on these two distinct regions and their conceptions of character, the authors situate the character education movement at the turn of the twenty-first century in the context of historical notions about the nature of character and regional conceptions regarding the nature of societal organization. This enlightening volume is relevant to scholars, practitioners, policymakers, and students across the field of

# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

education, particularly those involved in character education, moral development, discourse analysis, history and cultural foundations of education, and related fields, and to the wider public interested in character education.

This work delves into the topic of moral education in America's K-12 schools. Following an introductory historical chapter, it analyzes salient topics and notable leaders in the field of moral education. It treats the issues thoroughly and fairly, providing a heightened understanding of both the major and minor themes in moral education. Subjects covered include: accelerated christian education, benevolence, bullying, caring, character development, cheating, civic education, commitment, counseling, democratic schools, discipline, drug and alcohol education, empathy, faith, friendship, hidden curriculum, honesty, justice, moral agency, peer influence, positive psychology, respect, responsibility, self-esteem, social development, sports, violence, and virtue ethics.

'Education with character' is discussed in the government's recent Green Paper, Schools: Building on Success. James Arthur offers a cross-disciplinary exploration of moral education and character-shaping in education.

Character Matters How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues Simon and Schuster

# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

A rabbi and educator shows how moral education can be crafted to address each of the three main branches of the moral life: philosophy, civics, and ethics. • 15 illustrations • Ideas and examples for the classroom practice of moral education • Series foreword

This book is a clear, concise, holistic resource for classroom teachers, with a thoughtful collection of approaches to integrating character education into daily learning and school life.

This publication covers the hearing held on March 1, 2000, in Washington, DC, before the Subcommittee on Early Childhood, Youth and Families of the Committee on Education and the Workforce of the House of Representatives on the role of character education in U.S. schools. The publication contains the following: "Statement of Mr. Michael N. Castle, Chairman, Subcommittee on Early Childhood Youth and Families, Representative from Delaware"; "Statement of Mr. Dale Kildee, Ranking Member, Subcommittee on Early Childhood, Youth and Families, Representative from Michigan"; "Statement of Ron Kinnamon, Coalition Vice-Chairperson, Character Counts! Coalition"; "Statement of Diane Berreth, Deputy Executive Director, Association for Supervision and Curriculum Development"; "Statement of Esther Schaeffer, Executive Director and CEO, Character Education Partnership"; "Statement of Andrew Shue, Co-Founder, Do Something"; "Statement of Sheldon Berman, Superintendent of Schools, Hudson Public Schools"; "Appendix A--The written statement of Michael N. Castle, Chairman, Subcommittee on Early Childhood, Youth and Families, Representative from Delaware"; "Appendix B--The written statement of Dale Kildee, Ranking Member, Subcommittee on Early Childhood, Youth and Families, Representative from Michigan"; "Appendix C--The written statement of Ron Kinnamon, Coalition Vice-chairperson,

# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

Character Counts! Coalition"; "Appendix D--The written statement of Diane Berreth, Deputy Executive Director and CEO, Character Education Partnership"; "Appendix E--The written statement of Esther Schaeffer, Executive Director and CEO, Character Education Partnership"; "Appendix F--The written statement of Andrew Shue, Co-Founder, Do Something"; and "Appendix G--The written statement of Sheldon Berman, Superintendent of Schools, Hudson Public Schools." (BT)

Rushdoony's study tells us an important part of American history: exactly what has public education been trying to accomplish? Before the 1830s and Horace Mann, no schools in the U.S. were state supported or state controlled. They were local, parent-teacher enterprises, supported without taxes, and taking care of all children. They were remarkably high in standard and were Christian. From Mann to the present, the state has used education to socialize the child. The school's basic purpose, according to its own philosophers, is not education in the traditional sense of the 3 R's. Instead, it is to promote "democracy" and "equality," not in their legal or civic sense, but in terms of the engineering of a socialized citizenry. Public education became the means of creating a social order of the educators design. Such men saw themselves and the school in messianic terms. This book was instrumental in launching the Christian school and homeschool movements.

Many teachers want to contribute to children's moral development, but this desire has not always resulted in a profound grasp of what 'moral education' really means, why it would be desirable and how it can best be achieved. This book confronts these questions by examining what Aristotelian virtue ethics can illuminate about moral education. At the same time, it evaluates whether Aristotelian theory can still be useful for contemporary educational practice. The

# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

argument culminates in a morally justified and psychologically realistic account of how virtue can best be taught in schools.

The approach, called 'character education', sees moral education not as enforcing rules or transferring values in separate subjects. Instead, it encourages teachers to be a 'morally exemplary teacher', which is revealed through all kinds of small decisions and emotional reactions. This philosophical essay takes a constructive but critical stance towards empirical research about the effectiveness of teaching methods and the realism of character traits.

There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive, research-oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.

Character Education in America's Blue Ribbon Schools is based upon descriptive, documentary, and qualitative research conducted on the award winning school applications in the United States Department of Education's Elementary School Recognition Program, i.e. the Blue Ribbon Schools. The purpose of the program is to focus national

attention on schools that are doing an exceptional job with all of their students. Areas studied are developing a solid foundation of basic skills and knowledge of subject matter and fostering the development of character, values, and ethical judgement. The first edition of this book reported on the first decade of this program, from 1985 to 1994. The second edition adds the schools that have won the award from 1996-2001. Included are the Blue Ribbon schools that applied for Special Honors in Character Education and five that actually won that recognition in 1998-1999. This edition finds character education much stronger in American schools in recent years and is full of many promising practices. It is a practical book that will guide school administrators, teachers, parents, board members, and concerned citizens interested in starting or strengthening the character education focus of their school.

????????????????????????????????????  
???????????????????????????????????? TED????????????????????  
????????????????????????????????????  
???????????????????????????????????? X????????????????????  
????????????????????????????????????  
????????????????????????????????????  
????????????????????????????????????  
????????????????????????????????????  
????????????????????????????????????  
???????????????????????????????????? Grit????????????????  
????????????????????????????????????

# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

?? ?  
??  
??  
??  
??  
?????? ?????????????????????????????????????

??

- ??
- ??
- ??
- ??
- ??

???????? ????? ??? Teach for Taiwan???? ???  
??  
Summers? ?????????? ??????????Sal Khan? ??????????  
?????????????Arianna Huffington? NBA?????????????  
????????Brad Stevens? ??????????Starfish Media  
Group????? ??????Soledad O'Brien? Tory  
Burch?????CEO????? ?????????Tory Burch? ??????????????  
?????????????Robert D. Putnam? ?????????? ??????????Amy  
Cuddy? ?????????????? ??????????Sonja Lyubomirsky?  
????????????????? ??????????Barbara Fredrickson?  
????????????????? ??????????Joel Klein? ??????????????  
?????????????Ed Viesturs? ?????????? ??????????Josh  
Waitzki? ?????????? ??????Malcolm Gladwell?  
????????????????????? ??????????Daniel H. Pink? ??????????????  
?????????Susan Cain? ?????????????????? ??????????Simon  
Sinek? ?????????????????? ??????????Paul Tough? ??????????????  
?????????????Daniel Gilbert? ?????????????????? ??????Dan  
Heath? ?????????????????????? ??????????Amanda Ripley?



# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

Burch??????CEO???? ????.....?????????????????????  
??

?Robert D. Putnam?????????????

??Amy

Cuddy?????????? ???? ?????????????????????????????????????

?????????????Sonja Lyubomirsky???????????????? ???? ?

??

?????Barbara Fredrickson???????????????? ???? ?

??Joel

Klein???????????????? ???? ?????????????????????????????????

??Ed

Viesturs???????????????? ????.....?????????????????????????????

??

??Josh

Waitzki?????????? ???? ????IQ????????????????????????????

??Malcolm

Gladwell????????????The Tipping Point???

????????????Stephen Covey????????Carol Dweck??????

??

?????????Daniel H. Pink?????????????????

??Susan

Cain????????????????Quiet??? ??????????????????????????????

??

????????????Simon Sinek????????????????Start With

Why??? ???

??Pa

ul Tough????????????How Children Succeed???

??

????????????????????????????????????Daniel



# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

character development.

Character Education for fifth grade students covers eight character traits (citizenship, honesty, fairness, responsibility, cooperation, respect, tolerance, and perseverance) in one book. Activities include definition of the theme and real-life examples, reflections on the theme, analysis of situations in which students determine if good character was shown. 184 pages.

What is character education? Why has it risen up the political agenda in the UK in recent years? And what does it mean in pedagogical practice? This book addresses these questions, challenging the individualistic and moralistic ideas underlying the clamour amongst politicians, educators and authors to promote 'grit', 'resilience' and 'character' in schools. Closely examining a range of teaching resources, the book shows that the development of character is wrongly presented as the solution to a wide variety of social problems, with individual citizens expected to accommodate themselves to the realities of the contemporary economic context, rather than enhancing their capacities to engage in civic and political activities to bring about changes they wish to see. The book argues that there is a tried and tested alternative to character education, which is far more likely to strengthen British democracy, namely, citizenship education.

In this dynamic look at the current state of character

education, Alan Lockwood assesses its strengths and weaknesses and finds fault with leading advocates for failing to respond to sound critiques of their work. Lockwood argues that contemporary character education can be significantly improved by using key principles from established theories and research on developmental psychology. He offers numerous examples to support his recommendations while inviting character education theorists and practitioners to generate their own implications from his presentation. For anyone interested in improving the quality of values-based education for children and adolescents, this book: Elaborates an alternative view of values education that is critical to pursuing a mission to promote good citizenship. Explains what contemporary character education is, identifying its strengths and addressing its major criticisms. Offers recommendations for curriculum and instruction that systematically take into account developmental perspectives. Alan L. Lockwood is professor of Curriculum and Instruction at the University of Wisconsin–Madison. “Brimming with fresh insights on almost every page, Alan Lockwood challenges contemporary character education’s fundamental assumptions and proposes a coherent perspective to guide more defensible and effective programs. This is a significant addition to theory and practice in the field of character education.”—James S. Leming, Carl A. Gerstaecker

Chair in Education, Saginaw Valley State University

What could be the point of teaching such works of bygone cultural and literary inheritance as Cervantes' *Don Quixote* and Shakespeare's *The Merchant of Venice* in schools today? This book argues that the narratives and stories of such works are of neglected significance and value for contemporary understanding of human moral association and character. However, in addition to offering detailed analysis of the moral educational potential of these and other texts, the present work reports on a pioneering project, recently pursued by the Jubilee Centre for Character and Virtues, concerned precisely with the use of these and other stories for moral and character education in schools. The success of the 'Knightly Virtues' project is an inspiring story in its own right and should therefore be of enormous interest to all schools, teachers and parents rightly concerned with this all-important aspect of their children's educational development. This book offers an examination of the related topics of school prayer and character education in the United States, advocating for their return to public schools. • Includes excerpts from primary documents such as diaries, letters, speeches, and eyewitness accounts • Offers a chronology of the history of character education and prayer in the schools throughout American history, with some reference to world history • A helpful index offers

# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

access to the major topics examined in the book  
Contributed research papers.

The author introduces his Character Education program, designed to give parents and teachers the essential tools and strategies for raising responsible, conscientious, and compassionate children.

??  
??  
??  
??  
??

Helps student examine the choices made by literary characters in the context of novels to explain moral growth and development.

The Journal of Character Education is the one professional journal in education devoted to character education. Our goal is to cover the field—from the latest research to applied best practices. We include editorials and conceptual articles by the best minds in our field, reviews of latest books, ideas and examples of the integration with character education of socio?emotional learning and other relevant strategies, manuscripts by educators that describe best practices in teaching and learning related to character education, and Character Education Partnership (CEP) updates and association news.

The resources of Chinese cultural heritage for the moral education of youth, with special attention to the Confucian horizon. The development of the sense of the person and ethics in modern thought, and the separation

# File Type PDF Educating For Character How Our Schools Can Teach Respect And Responsibility

Thomas Lickona

of moral development from ideology.

The Nobel Prize winner explores the role of early childhood education in building personal character. In *Education of Character*, great twentieth-century philosopher Bertrand Russell goes beyond math or history and into the larger purposes of education. What do we want our children to be like as people? What kind of future community do we want to build? And what approaches are most likely to achieve the results we want? Taking the discoveries of modern psychology into account, Russell notes that habits of mind are formed earlier than we may realize and represent a crucial part of children's ability to cope successfully with challenges as they grow older. Beginning with the very first year of life and giving consideration to both home and classroom, Russell discusses such topics as fear, play, selfishness, sympathy, and truthfulness—offering parents and other caregivers a set of guiding principles that can help them develop virtue and good character in youngsters.

[Copyright: 74b460bf0f71024f0b71fe738ec6dd03](https://www.pdfdrive.com/educating-for-character-how-our-schools-can-teach-respect-and-responsibility-by-thomas-lickona-pdftxt.html)