



# Character Education Program

*Revised November 2014*

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# PISD Character Education Mission Statement

*PISD is dedicated to providing a foundation for personal and social growth in order to develop students of exemplary character who become responsible, productive, and caring citizens.*

The purpose of this handbook is to:

- Familiarize staff and parents with the definition of character education, its components, and the content of local and state policies regarding its implementation

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## Background

**DEFINITION:** *What is Character Education?*

*– A tool for parents, guardians, staff, and community members to help students understand, appreciate, and internalize positive character traits.*

### **PURPOSE**

Princeton Independent School District, in partnership with the home and community, has a critical role to play in helping our youth develop into responsible citizens. Character education prepares our youth to address life's moral and ethical problems. Students develop character through interaction with family, peers, teachers and community members. A person of character is a good person, someone to look up to and admire, knows the difference between right and wrong and always tries to do what is right. In the words of Ben Franklin, “Acquiring the qualities of virtue requires a good plan and consistent effort.” Living by these values - understanding them, caring about them and acting upon them - sets a good example for everyone and makes the world a better place. It is our goal that, by infusing these character values into our curriculum, these qualities will manifest themselves in the daily lives of our students, teachers, parents and community.

### **PROGRAM DEVELOPMENT**

The Princeton ISD District Site-based Improvement Committee, which includes parents, educators and community members, expressed the desire to develop a district-wide Character Education Program, which encompassed district-wide and individual campus/grade appropriate components. Based on the consensus of this committee, a character education sub-committee was established, consisting of district counselors who would oversee the development and implementation of the Character Education Programs on each campus. Utilizing the elements outlined by the District Site-based Committee, a plan was developed, defined and implemented.

**DISTRICT POLICY FOR CHARACTER EDUCATION**

Princeton ISD  
043911

SPECIAL PROGRAMS:  
OTHER INSTRUCTIONAL INITIATIVES

EHBK (LEGAL)

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**CHARACTER  
EDUCATION**

The District may provide a character education program, which must:

1. Stress positive character traits, such as:
  - a. Courage;
  - b. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
  - c. Integrity;
  - d. Respect and courtesy;
  - e. Responsibility, including accountability, diligence, perseverance, and self-control;
  - f. Fairness, including justice and freedom from prejudice;
  - g. Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
  - h. Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and
  - i. School pride;
2. Use integrated teaching strategies; and
3. Be age appropriate.

In developing or selecting a character education program under this section, the District shall consult with a committee selected by the District that consists of parents of District students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

*Education Code 29.906*

## **STATE POLICY FOR CHARACTER EDUCATION**

### **Texas Education Code**

House Bill 946, passed by the 77th Texas Legislature, 2001, and signed into law by Governor Rick Perry, permits school districts to implement character education programs for students. Programs offered under **Texas Education Code §29.906** must meet the following criteria: 1) stress positive character traits as outlined in the bill; 2) use integrated teaching strategies; and 3) be age appropriate. Districts are also required to consult with parents of students, educators, and members of the community, including community leaders, in selecting a character education program. The bill does not require or authorize the proselytization or indoctrination of any specific religious or political belief.

The Texas Education Agency is required to maintain a list of character education programs that meet the above criteria. Every year the Agency will designate each school as a Character Plus School that provides a program that meets the criteria and is approved by a committee as defined in the bill.

### **§ 29.906. CHARACTER EDUCATION PROGRAM.**

(a) A school district may provide a character education program.

(b) A character education program under this section must:

(1) stress positive character traits, such as:

(A) courage;

(B) trustworthiness, including honesty, reliability, punctuality, and loyalty;

(C) integrity;

(D) respect and courtesy;

(E) responsibility, including accountability, diligence, perseverance, and self-control;

(F) fairness, including justice and freedom from prejudice;

(G) caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;

(H) good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and

(I) school pride;

(2) use integrated teaching strategies; and

(3) be age appropriate.

(c) In developing or selecting a character education program under this section, a school district shall consult with a committee selected by the district that consists of:

(1) parents of district students;

(2) educators; and

- (3) other members of the community, including community leaders.
- (d) This section does not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.
- (e) The agency shall:
  - (1) maintain a list of character education programs that school districts have implemented that meet the criteria under Subsection (b);
  - (2) based on data reported by districts, annually designate as a Character Plus School each school that provides a character education program that:
    - (A) meets the criteria prescribed by Subsection (b);
    - and
    - (B) is approved by the committee selected under Subsection (c); and
  - (3) include in the report required under Section 39.182:
    - (A) based on data reported by districts, the impact of character education programs on student discipline and academic achievement; and
    - (B) other reported data relating to character education programs the agency considers appropriate for inclusion.
- (f) The agency may accept money from federal government and private sources to use in assisting school districts in implementing character education programs that meet the criteria prescribed by Subsection (b).

Added by Acts 2001, 77th Leg., ch. 478, § 1, eff. June 11, 2001.  
Renumbered from V.T.C.A., Education Code § 29.903 by Acts 2003,  
78th Leg., ch. 1275, § 2(18), eff. Sept. 1, 2003.

# Program Overview

## DISTRICT-WIDE PROGRAM COMPONENTS

**1. Implementation:** The PISD Character Education Program shall be implemented district-wide beginning with the 2007-2008 school year.

**2. Positive Character Traits / Universal Values:** All PISD campuses shall adopt the *Six Pillars of Character* from the *Character Counts Program*, emphasizing one character trait per six weeks as described below:

 Trustworthiness	1 <sup>st</sup> Six Weeks
 Respect	2 <sup>nd</sup> Six Weeks
 Responsibility	3 <sup>rd</sup> Six Weeks
 Fairness	4 <sup>th</sup> Six Weeks
 Caring	5 <sup>th</sup> Six Weeks
 Citizenship	6 <sup>th</sup> Six Weeks

*Character Counts Resources:* <http://www.charactercounts.org/>

**3. Curriculum Integration:** Because character education is not a separate subject but rather connects to all of life, it shall be integrated into the daily curriculum in a meaningful way through selected teachable moments that correspond with the content being taught throughout the course of the year.

**4. School-wide Activities:** Each campus shall include character education in activities outside of the classroom such as assemblies, contests, and announcements.

**5. Student Involvement:** Each campus shall provide opportunities for students to participate in the planning and implementation of campus & district-wide character education activities.

**6. Student Recognition:** Each campus shall adopt a process for recognizing students who display good character traits.

**7. Parent and Community Involvement:** Campuses will pursue partnerships with parents, local businesses, community, and city agencies to help promote positive

character education and support district-wide implementation. Each campus shall adopt a method to inform parents and the community about character education activities at school such as newsletters, calendars, websites, and student handbooks and suggest ways in which parents can become involved in the home or at school.

**8. District Evaluation:** The PISD Character Education Program shall be included in the District Improvement Plan and shall be reviewed and evaluated by the District Improvement Committee each year.

### **CAMPUS SPECIFIC PROGRAM COMPONENTS**

**1. Implementation:** School Site Counselors will introduce, monitor and evaluate campus implementation of the PISD Character Education Program.

**2. Campus Specific Components:** Each campus shall develop and implement their own personalized Character Education Program which: 1) includes individualized components that vary in implementation approaches and activities based on student/campus needs and age appropriateness, 2) is aligned with the district-wide focus on *Character Counts*, and 3) meets the requirements listed under *District-wide Elements*.

**3. Campus Evaluation:** The PISD Character Education Program shall be included in each Campus Improvement Plan and shall be reviewed and evaluated by the Campus Improvement Committee each year.

### **PARENT AND COMMUNITY INVOLVEMENT**

Princeton ISD embraces the concept that the education of students is a partnership with parents and community. Parents must receive information related to program objectives and activities, which support the school process.

Parents and community members are invited to be part of Princeton ISD Site-Based Decision Committee. District/Campus improvement plans will address the needs of the Dyslexic student.

Parents are involved in every phase of the Dyslexia Program, including referral, screening, and placement

### **ADDITIONAL INFORMATION**

For further information on this or any program offered at Princeton ISD, please contact the following personnel:

Jackie Hendricks, (469) 952-5400  
Assistant Superintendent of Instruction

Campus Principal or Counselor (469) 952-5400

# Resources

## *The Six Pillars of Character from Character Counts*

### Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

### Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

### Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

### Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

### Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

### Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

## *Classroom Applications:*

### **100 WAYS TO PROMOTE CHARACTER EDUCATION**

1. Hang pictures of heroes and heroines in halls and classrooms.
2. Institute a student tutoring program.
3. Promote service clubs with real missions for the school community.
4. Be vigilant about preventing and stopping scapegoating of one child by other children.
5. Create recognition programs that acknowledge something besides academic, athletic, or artistic achievement.
6. Seriously and thoughtfully grade student behavior and contribution to the community.
7. Create a code of behavior for your classroom (and school) to which students and teacher agree.
8. Invite parents to observe and contribute to your classroom.
9. Choose a personal motto and share it with your students.
10. Promote a “virtue of the month,” study it and give an award to the student who makes the greatest progress in that virtue.
11. Share a personal hero and tell the students why he or she is your hero.
12. Regularly weave into your discussion of stories and history and other subjects asking, “what’s the right thing to do?” and follow up with a discussion.
13. Help students to see that the “good” in students is more than academic success.
14. Treat ethical issues like other intellectual issues -- get the facts, gather evidence, weigh consequences, make a decision.
15. Structure opportunities for your students to do service in the community.
16. Lead by example. For instance, pick up the discarded piece of paper in the hall. Clean the chalkboard out of respect for the next teacher.
17. Don't allow unkindness of any kind in your classroom.

18. Don't permit swearing, vulgar or obscene language in classrooms or anywhere on school property.
19. Involve parents in student misbehavior through notes, calls, and visits.
20. Write, call, or visit parents to praise their child.
21. Make it clear that students have a moral responsibility to work hard in school.
22. Use ethical language with faculty colleagues... "I have a responsibility to...", "the courage of her convictions caused her to...", "my neglect led him to..."
23. Include the study of "local heroes" in your social studies classes.
24. Institute an honor system for test-taking and homework assignments.
25. Create a charity. Collect donations and have the students decide on their distribution.
26. Reinforce the moral authority of parents, urging students to take their moral problems to their parents. Discuss with students why this is sometimes difficult.
27. Have sayings on the wall that encourage good character, such as, "don't wait to be a great person; start now!"
28. Share stories of ethical conflict, especially ones involving students in their present setting. Don't hesitate to write it and have them struggle to put their views on paper.
29. Celebrate birthdays of heroes and heroines with observance and/or discussion of their accomplishments.
30. Have students write their own sayings of significance and display on walls.
31. Reward students for bringing in articles about ethics and moral issues. Use them in class discussion.
32. Discuss campus "issues of character" on a regular basis (vandalism, good deeds, etc.)
33. Make classroom expectations clear, and hold students accountable for them.
34. Strive to be consistent in dealings with students; avoid allowing personal feelings to interfere with fairness.
35. Admit mistakes and seek to correct them. Expect and encourage students to do the same.

36. Read aloud a “Two-Minute Story” everyday to begin or end the school day. Choose stories that are brief, yet value-centered.
37. Consider ethical implications when establishing classroom and school policies and procedures; be aware of what messages they send to students.
38. Explain the reasons for a particular school or classroom policy, action, or decision. Help students to understand “why”, not just “what”.
39. Have students discuss the ethical and character-developing elements of being a good student.
40. Teach your students about competition, helping them to see when it is valuable and when it is not.
41. Talk to your students about why you're a teacher. Explain how you understand the responsibility and importance of teaching.
42. Let your students know about your community service. Tell them about volunteering in a food bank, coaching Little League, or teaching religion at your temple or church.
43. Teach students to analyze the media critically. To what extent do their messages encourage living a life of character?
44. Bring recent high school graduates back to talk about their successful transitions to college, work, or the military. Ask them how good moral habits have helped in their adjustment.
45. Invite local adults to talk about how they have integrated the concept of character into their adult lives.
46. Help reinforce students' empathy. Ask them questions like, “how would you feel if no one would play with you?” or “How would you feel if someone made fun of your name because they thought it was strange sounding?”
47. When conflicts arise at school, teach students the importance of respect, open-mindedness, privacy and discretion. Do not allow conversations that are fueled by gossip or disrespect.
48. Overtly teach courtesy. Teach students how to listen attentively to other students and adults, and to avoid interrupting people.
49. Read and discuss biographies of accomplished individuals. For students in upper grades; encourage them to be discerning, seeing that an individual may have flaws but still be capable of much admirable action.

50. Assign older students to assist younger ones, such as seniors paired with freshman, to show them the school.
51. Emphasize from the first day of class the importance of working hard and striving for certain standards of achievement.
52. Encourage high school students to become more active in their community by attending city, town, or school board meetings.
53. During the election season, encourage students to research the candidates' positions.
54. Encourage high school students to volunteer for voter registration drives, and, if eligible, to vote.
55. Teach students how to write thank-you notes. As a class, write thank-you notes to people who have done thoughtful things for the students.
56. Give students sufficient feedback when evaluating their work. Demonstrate to students that you are making an effort to communicate to them how they are succeeding and how they can improve.
57. Have older students sponsor a pot luck supper for their parents. Have students cook, decorate, serve and clean up.
58. Begin a monthly “gift-giving” from your class. Have the class perform some service to the school, such as decorating a hallway.
59. Work together as a class or school to clean classrooms or school grounds on a regular basis.
60. Demonstrate your respect for other religions and cultures. Talk to students about the moral imperative to act justly toward others.
61. Stand up for the “underdog,” when he or she is being treated unfairly. Use this as a teaching moment.
62. Have children in self-contained classrooms take turns caring for their class pets, taking them home on weekends or holidays. Talk to them about the need to care for other living creatures.
63. Start or expand a class or school recycling program. Talk about the general principles of carefully using what you have, and not wasting.
64. Highlight certain programs in your school, such as S.A.D.D. or the National Honor Society, that may already be emphasizing character.

65. Have students volunteer to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, grow plants, paint a mural on the side of a building, or clean up a local beach.
66. Dust off the school song (alma mater). Teach students, especially the newest ones, the words; talk about their meaning, and include it in every school activity.
67. If your school doesn't have a school song, sponsor some sort of contest for students to write one. As a school community, talk about what kinds of ideas should be included in the school song.
68. Emphasize and teach the significance of school rituals. Talk about the importance of recognizing certain rites as a community and properly acknowledging them.
69. Encourage students to look in on elderly or sick neighbors, particularly during harsh winter months.
70. Start a pen pal exchange between your students and students from a distant state or country. Share the information your students learn about their pen pals' lives. Encourage discussion about how life must be like living in that community.
71. Use the curriculum to teach character. For example, in language arts class, have students assume a character's point of view and write about it. Regularly ask questions requiring students to “walk in someone else's shoes.”
72. Use constructive criticism, tempered by compassion. Help students do the same with each other.
73. Emphasize good sportsmanship in sports, games and daily interaction with others.
74. When making school policy, allow students participation and responsibility in some decisions. Have them research the various ramifications of different policies and present their findings to the administrators and faculty for discussion.
75. Collect interesting, thought provoking quotes worthy of reflection, discussion, and writing, such as, “the truth never becomes clear as long as we assume that each one of us, individually, is the center of the universe,” (Thomas Merton). Ask students to do the same.
76. Develop a list of suggested readings in character education that teachers and administrators can use as resources.
77. Develop a school motto.
78. Institute a character honor roll.

79. Foster the development of student's self-esteem by providing opportunities for genuine academic and social challenge and achievement.
80. Include in faculty/staff meetings and workshops discussions of the school's "moral climate," and the desired goals for the moral life of the school.
81. Develop a "School Code of Ethics." Refer to it in all school activity and policy. Disseminate it to all school members. Display it prominently throughout the building.
82. Begin an "exchange network" or "bulletin board" by which teachers and administrators can, share their own "100 Ways to Promote Character Education."
83. Include anecdotes of commendable student behavior in the school newsletter to parents.
84. Start a school scrapbook, with photos, news stories and memorabilia reflecting the school's history and accomplishments. Include all school members in contributing to and maintaining the collection. Show it off to school visitors.
85. Publicly recognize the work and achievements of the school's "unsung heroes--" the custodians, repairmen, secretaries, cafeteria workers and volunteers -- who keep things running every day.
86. Assign reasonable amounts of homework that stimulates and challenge students while teaching the importance of self-discipline and perseverance in learning.
87. Design a school pledge that students recite weekly. Include it in school documents, especially those intended for parents.
88. Institute a dress code, explaining its role in promoting an educational environment conducive to learning.
89. Use homeroom periods for activities that develop community and cohesion among students, and a sense of attachment to their school.
90. Create opportunities for parents and students to work together on a school project: for example, a dance, symposium, dinner or field trip.
91. Be attentive to the physical appearance of the building. Involve all school members in the shared responsibility of general cleanliness and order.
92. Seek ways to involve businesses in the life of the school, perhaps through mentoring opportunities or partnerships with student groups.
93. Establish a newcomers' club for newly hired personnel and entering students.

94. Invite local employers to talk to students about the importance of good moral character in the world of work.
95. Have athletes and coaches collaborate to develop a code of ethics for athletics.
96. Sponsor a public forum on character education in your community.
97. Ask each school organization to design a logo symbolizing a character trait representative of the club's mission.
98. Provide a bimonthly occasion for teachers to gather with their colleagues and study a text of literature, history, philosophy or other subject area that bears on ethics.
99. Develop for parents a bibliography of books they can read with their children to stimulate conversation about good character.
100. Sponsor an after school reading club for students, with age-appropriate literature focused on enduring moral lessons.

*This list was compiled by the staff of the Center for the Advancement of Ethics and Character at Boston University, with input from numerous teachers and administrators. If you would like more information about the Center's membership program or the Character Education Network, please call the Center at 617-353-4568 or write to: Boston University Center for the Advancement of Ethics and Character, 605 Commonwealth Ave., Boston, MA 02215*

## *Parent Involvement*

### **25 CHARACTER EDUCATION SUGGESTIONS FOR PARENTS**

The development of good character in children requires the efforts of both home and school, as well as those of community resources, such as religious and civic organizations. In an age when youth are increasingly influenced by the media and their peers, it is critically important that parents take an especially strong role in the children's moral development. The following recommendations are offered as food for thought.

**1. Be authentic.**

Model good character in the home. Parents who refuse to cheat on income tax returns or take unfair advantage of their neighbors will have greater credibility when they discuss responsible citizenship or fairness with their children. Hold yourself and other family members accountable to high standards of good character.

**2. Make clear statements about your values and beliefs to your children.**

Let them know where you stand on important issues. Be sure they understand the principles or the “why” behind your beliefs.

**3. Show respect for your spouse, your children, and other family members.**

Teach your children to treat others with courtesy and respect, to practice sensitivity and empathy.

**4. Model and teach your children good manners and insist that all family members use good manners.**

(please, thank you, etc.)

**5. Demonstrate and encourage healthy ways to resolve conflict both inside and outside your home.**

**6. Have family meals together (without television) as often as possible.**

Even if the meal is a take-out order of fast food, try to sit down as a family to eat it. Use this as an opportunity to talk with your children and to listen to their concerns.

**7. Plan as many family activities as possible.**

Be sure to involve your children in the planning. Let them know that you value their recommendations. Have fun together!

**8. Do not provide access to drugs or alcohol for your children.**

Model appropriate behavior regarding alcohol and drugs.

**9. Worship together as a family.**

Recent studies verify that youth who have strong religious convictions are less likely to drop out of school or engage in delinquent behavior.

**10. Plan family service projects or civic activities.**

Sample projects include volunteering at a shelter or soup kitchen, mowing the lawn for an elderly neighbor, taking a meal to a new neighbor, or working together on an environmental concern.

**11. Read to your children and keep good literature in the home.**

Much literature contains a rich source of material for character development.

**12. Limit your children's spending money.**

Help them to develop an appreciation for non-material rewards. Provide opportunities for them to work and to earn those things they desire.

**13. Discuss the holidays and their history.**

Use these opportunities to help your children appreciate the great figures in history and their contributions to our lives.. Have family celebrations and establish family traditions.

**14. Share your heroes with your children.**

Explain why you admire certain people and the specific character traits they possess.

**15. Use situations that occur (an incident at school, a television news report, a movie, etc.) to spark family discussions on important issues.**

Capitalize on the “teachable moment.”

**16. Allow your children to solve their own day-to-day problems.**

Discuss options and offer encouragement, but avoid “taking over” unless it is necessary.

**17. Assign home responsibilities (taking out the trash, washing dishes, etc.) for all family members.**

Even very young children can be responsible for simple tasks. As children mature allow them to experience more and more opportunities to be responsible.

**18. Set clear expectations for your children and consistently hold them accountable for their actions.**

Make sure that they know the rules and consequences. When they break the rules, be sure that they experience appropriate consequences.

**19. Look for opportunities to reward wise decisions and desirable behavior, rather than focusing on the negative.**

**20. Provide positive activities (sports, hobbies, music lessons, service projects, scouts, etc.) and adequate supervision for your child.**

(Much of the substance abuse and inappropriate sexual behavior of adolescents occurs in homes when parents are away.)

**21. Learn to say no and mean it.**

Despite the child's protests, a parent's most loving act is often to stand firm and prohibit the child's participation in a potentially hurtful activity.

**22. Know where your children are, whom they are with, and what they are doing.**

At the risk of being accused of being "old-fashioned", insist on meeting their friends and their parents.

**23. Refuse to cover for your children or make excuses for their inappropriate behavior.**

For example, if your child skips class, let him or her suffer the consequences. Lying for the child sends a very powerful message about the parents' values.

**24. Pay attention to the television shows, videos, and movies that your children are watching.**

While there are some very fine materials available, there is also much harmful material easily accessible to our youth. If you learn that your child has viewed something that you find objectionable, candidly share your feelings and discuss why the material offends your values.

**25. Remember that you are the adult!**

Children don't need another buddy, but they desperately need a parent who cares enough to set and enforce appropriate limits for their behavior. Often, being able to say, "My dad won't let me..." provides a convenient escape for a student who really didn't want to participate in a questionable activity.

*These suggestions have been adapted by the Wake County public school system in Raleigh, North Carolina from lists compiled by the staffs at Burlington City Schools, Burlington, NC, and the Center for the Advancement of Ethics and Character, Boston University.*

## *Character Education Websites:*

Character Counts

<http://www.charactercounts.org/>

GoodCharacter.Com

<http://www.goodcharacter.com/>

Character Education Primer

<http://www.wilderdom.com/Character.html>

Character Education Partnership

<http://www.character.org/site/c.gwKUJhNYJrF/b.993253/k.CB9C/Home.htm>

Utah Office of Education

<http://www.usoe.k12.ut.us/curr/char%5Fed/>

Kids Who Care / Lesson Extensions

[http://www.uen.org/utahlink/activities/view\\_activity.cgi?activity\\_id=5399](http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=5399)

Character Education Book Lists

<http://www.bgcs.k12.in.us/bgms/media/character.htm>

Character Education Lessons

<http://www.character-education.info/>

Teaching Ideas

[http://www.ilovethatteachingidea.com/ideas/subj\\_character\\_ed.htm](http://www.ilovethatteachingidea.com/ideas/subj_character_ed.htm)

Character Development Group

<http://www.charactereducation.com/>

America's Promise

<http://www.americaspromise.org/>

Character Education Network

<http://www.charactered.net/>

Related Links

<http://webtech.kennesaw.edu/jcheek3/chared.htm>