

Why Character Education?

“To educate a child without including morals is to
create a menace to society”

-Theodore Roosevelt

What does the research say?

There is increasing evidence that character education programs focused on the broader goal of promoting the overall positive development of youth and reduces and prevents particular negative behaviors.

Research suggests that comprehensive, high quality character education, as defined below, is not only effective at promoting the development of good character, but is a promising approach to the prevention of a wide range of contemporary problems. This includes

- aggressive and antisocial behaviors,
- drug use,
- precocious sexual activity,
- criminal activities,
- academic under-achievement and
- school failure.

Character Education in Schools should look like:

A fully implemented comprehensive Character Education initiative will create a values based school climate in a manner that enhances academic achievement, social and emotional growth, ethical and moral development and physical and emotional safety.

“We pay a price when we deprive children of the exposure to the values, principles and education they need to make them good citizens.”

—Sandra Day O’Connor

Effective character-building programs are centered on:

- Instilling habits
- Inspiring moral ambitions
- Imposing positive and negative consequences
- Developing critical thinking and problem-solving skills
- Modeling good conduct
- Comprehensive approach

**The Six
Pillars of
Character**



Trustworthiness



Respect



Responsibility



Fairness



Caring



Citizenship

Expected Outcomes

- To reduce incidents of profanity, dress code violations, tardiness, and argumentative and disrespectful responses to staff
- To increase academic achievement
- To increase attendance
- To improve school climate

bibliography

- Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). Effects of the Child Development Project on students' drug use and other problem behaviors. *Journal of Primary Prevention, 21, 75-99*;