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May 2009 Issue  
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## CHARACTER\_EDUCATION\_NETWORK Online e-Newsletter May 2009

Welcome to the CHARACTER\_EDUCATION\_NETWORK online e-newsletter. The purpose of The Network is to encourage the adoption of social, emotional and character education programs and strategies by providing a forum for sharing information, research and promising practices. The Network will offer educators access to national and state character education and social and emotional learning experts and programs through conferences, workshops, and e-mails.

The Network will be bringing you news from the national, state and local levels; best practices; announcements of events, conferences, workshops; and professional development opportunities throughout the state and at the national level; grant and funding opportunities; program and assessment resources and links to other useful websites.

Three Rutgers University projects operating in a partnership with the New Jersey Department of Education provide the content for The Network. The Center for Social and Character Development ([www.rucharakter.org](http://www.rucharakter.org)) edits and publishes The Network in collaboration with the Safe and Drug-Free Schools and Communities Project (<http://sdfsc.rutgers.edu>) and the Developing Safe and Civil Schools Project (<http://www.teachsecd.com>). All three projects operate under the Center for Applied Psychology at Rutgers University.

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The Center for Social and Character Development at Rutgers University is funded under Title V, Part D, Subpart 3, Sec. 5431 of the No Child Left Behind Act of 2001. Funds for both the Developing Safe and Civil Schools: A Coordinated Approach for Social-Emotional and Character Development project and the Title IV-A and Unsafe School Choice Option Training and Technical Assistance Project were provided in full by a grant to the New Jersey Department of Education from the United States Department of Education, Safe and Drug-Free Schools Program. The views expressed herein do not necessarily represent the positions or policies of the New Jersey Department of Education. No official endorsement by the New Jersey Department of Education of any product, commodity, service, or enterprise mentioned herein is intended or should be inferred.

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## FROM THE CSCD DIRECTOR

The challenges to New Jersey educators just keep on coming. At the same time tens of millions of dollars from the American Recovery and Reinvestment Act will begin to flow into the state, many districts are so strapped because of state and local budget constraints that they are having to consider reducing staff. I love the British term for it, redundancies. I feel confident that none of the readers of the Network can or should be considered redundant. You wouldn't be reading this if you were not among the educators who take their professional calling seriously, especially in respect to support for the full development of your students' lives.

As we near the end of another school year we do have a lot to celebrate as well. Rather than try to summarize some general sense of what you may have accomplished as social-emotional and character development experts, I invite you to take a deep breath, hopefully in the company of some of your most valued colleagues, and take the time to think of some moments of growth and expressions of compassion that you have experienced, witnessed or participated in with your students and with each other over the course of the past year. And then do one more thing: Sound a note of appreciation to another teacher, or administrator. It may be easier to do with students whom we continually try to nurture, but your colleagues need this affirmation as well, and so do you.

In this issue of the Network we highlight some summer reading tips (Suggested Summer SECD Reading). One that you can easily take along to the beach or the mountains is the May issue of [Educational Leadership](#) on Teaching Social Responsibility. When you get back near a PC, don't miss the article in this issue by one of New Jersey's own, Deirdra Grode (a 7th & 8th grade teacher at the Hoboken Charter School), [A Culture of Service Learning](#), which is accessible only on-line at: [www.ascd.org/el](http://www.ascd.org/el).

We also invite you to visit the CSCD website (<http://www.rucharakter.org/>) next week to view the June Spotlight on Lawrenceville Elementary School, 2008 New Jersey School of Character. Get a glimpse of how they celebrate the incredible accomplishments of their students and staff. While you're there, you can look back at all the archived Spotlights for the year and possibly find ideas that you can incorporate into your character education plans for next year.

And speaking of archives, we've just added a new section to our website where you can find all of our previous Character Education Network Online e-Newsletter issues from 2003 to the present. Although certain time-specific items will be outdated, you will be able to find articles, best practices and resources that can continue to offer insight and prompt new ideas for next year. Visit <http://www.rucharakter.org/JoinTheNetwork> and browse at your leisure.

Philip M. Brown, Ph.D.  
Director  
Center for Social and Character Development

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## Partner article from the Developing Safe and Civil Schools (DSACS) Project

*Perceived Climate Change and At-Risk Youth: How to Better Tailor Assessment and Intervention*

Maurice J. Elias, Ph.D., Director, DSACS ([www.teachSECD.com](http://www.teachSECD.com))

Jazmin Reyes, Coordinator, DSACS Research and Evaluation

Dominic Mocerri, Manager, DSACS Data Base

All schools have students who can be considered “at risk” due to their behavioral or academic indicators. Behavioral indicators can include repeated office referrals, detentions or suspensions. Behavioral indicators that appear on school report cards, such as “indifferent attitude,” “disruptive behavior,” or “fails to make-up/complete assignments,” are also excellent indicators of problematic behavior. Academic indicators include low academic grades (D or F) and standardized test scores indicating lack of proficiency.

The DSACS logic model posits that risk reduction as well as positive changes in behavior and academics will follow from improved perceptions of school climate on the part of students. The dilemma, from an evaluation point of view, is that climate surveys are anonymous, thereby making it difficult to track changes in at-risk youth. However, an acceptable solution that preserves anonymity is to physically group at-risk students for the climate assessment process and turn in their survey protocols packaged separately and clearly labeled for both their location and their risk status. This allows for separate analyses comparing the at-risk group to the rest of the student body, both at a single time interval and at additional intervals over a period of time.

For example, all students below proficiency on one or more standardized test indicators could be assessed in the cafeteria, where the students are seated, by grade levels, at assigned tables. The survey responses can be gathered, given a geographic/demographic/ability code (e.g., cafeteria/ tables 1 and 2 (grade4)/at-risk only on standardized tests, non-behavior) and submitted for separate climate data analysis, and overall analysis. Along with sending this information, schools would also send the number of at-risk students in that category, so that DSACS would know the percentage of students that responded to the survey at the assessment time.

The key point, however, is that in the next school year, students with the same elements of risk and demographics can be grouped again for climate assessment. Using the example above, it would be interesting to see the perceptions for the next cohort of grade 4 students, as well as those in grade 5. It would be essential to note the numbers of students at-risk in grade 4 and especially how many are at-risk in grade 5, as well as the number of students that were carried over from grade 4 to grade 5 with at-risk status. Ideally, the numbers of at-risk students would be reduced, but it will be important to see the climate perceptions that persisted from grade 4 to grade 5, as well as to see if the next cohort of grade 4 at-risk students was in fact smaller. Admittedly, these are not precise indicators. We would definitely not recommend that any grouping be comprised of fewer than 4-5 students. (If that happens, there are ways to combine groups by grade level or risk indicator that we can discuss). However, at the very least, the kinds of groupings we are suggesting would provide clear information to school personnel, and SECD leadership teams and coordinators, regarding areas of school climate that different risk groups of students perceived as relatively satisfactory or unsatisfactory. This information, in turn, can lead to targeted climate improvement interventions for these students, which may be the most powerful tool at the schools’ disposal to create change in behavior and academics.

We encourage all DSACS schools, and other schools using similar assessment procedures, to use this approach or some variation to obtain specific information on key subgroups for which you want to target interventions to reduce students’ risks. If you are interested in discussing how to tailor your DSACS assessment for these purposes, either for the remaining time in the 08-09 school year or as you are planning for the 09-10 school year, please email to [survey@teachSECD.com](mailto:survey@teachSECD.com), and we will follow up with you.

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## NEWS FROM THE FIELD

- **2010 Schools of Character application deadline set for December 1, 2009**

Every year, the Character Education Partnership (CEP) names approximately 10 public and private schools and districts (K–12) as National Schools of Character (NSOC) for their out-standing work in character education.

### **IMPORTANT TIPS FOR NJ APPLICANTS:**

Although many documents are not yet available, New Jersey schools or districts who are thinking about participating can begin planning now.

Tip #1. NJ schools and districts must submit their applications to the State Schools of Character program which is sponsored and coordinated by the Center for Social and Character Development at Rutgers University.

Tip #2. **NEW!** The number of pages permitted for the Portfolio has changed from 25 to 15 for schools and 20 for Districts.

Tip #3. **NEW!** CEP and state reviewers will screen 2010 applications using CEP's *Standards of Effective Character Education*, a document that is a combination of CEP's Eleven Principles of Effective Character Education and its Character Education Quality Standards. (Available soon on the CEP website: [www.character.org](http://www.character.org).)

In evaluating school district applications, reviewers also use *Guidelines for School Districts in Fostering Character Education*. All documents, including the application guidelines, can be viewed and printed from CEP's website.

Tip #4. The NJSOC application consists of the following:

- An Application Cover Sheet created online at CEP's web-site by entering information about your school or district.
- A page that describes the Demographics of your students and faculty and other Application Information.
- A 7-page Narrative that explains how your school's character education initiative exemplifies the Standards of Effective Character Education. (Districts may submit up to 10 pages.)
- Up to a **15-page Portfolio** that provides supporting evidence for the Narrative. (**Districts may submit up to 20 pages.**)
- A Self-Assessment Score Sheet using the Standards of Effective Character Education that shows the results of your school's or district's self-assessment.

### **TO PARTICIPATE:**

#### Step 1

Download and review the following documents.

[2010 National Schools of Character Application Guidelines](#)

Standards of Effective Character Education

A combination of the Eleven Principles of Effective Character Education, and the Character Education Quality Standards, will be available soon. Meanwhile, please use the original documents below:

Character Education Quality Standards

Eleven Principles of Effective Character Education

[Guidelines for School Districts](#) (for school districts only)

Step 2

Complete the online Application Cover Sheet (available soon).

Step 3

Complete the Self-Assessment ScoreSheet to compute your scores in Excel.

Fill out the online Application Cover Sheet. Once you have completed it, press "Submit" once and then print. Attach the Cover Sheet to your application.

For more details about the NSOC/SSOC application process visit:

<http://www.character.org/nsocapplicationprocess> or call (1-800) 988-8081 or (202) 296-7743 for further information.

For questions regarding the New Jersey Schools of Character program, contact CSCD at 732.445.7504, or visit <http://www.rucharakter.org/page/njsoc/>.

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## PROFESSIONAL DEVELOPMENT

### Previously listed:

- *Responsive Classroom Week-long Institute for Elementary Educators*  
July 20 – 24, 2009  
Lore Elementary School  
13 Westwood Dr.  
Ewing, NJ 08628  
(Levels offered at this location: RCI, RCII)

Week-long institutes focus on helping elementary educators learn how to use the [classroom practices](#) at the heart of the Responsive Classroom approach. The courses build on each other, so K-6 educators who are new to the Responsive Classroom approach, or who are using some of the practices but have not taken RCI yet, should begin with Responsive Classroom I.

#### Responsive Classroom I (RCI)

Participants learn about five of the fundamental practices of the Responsive Classroom approach: Morning Meeting, rule creation, interactive modeling, positive teacher language, and logical consequences. This institute is a prerequisite for RCII and RCIII.

#### Responsive Classroom II (RCII)

Participants learn about Guided Discovery, Academic Choice, classroom organization, and collaborative problem-solving and deepen your understanding of logical consequences.

Prerequisite: RCI

For more information and registration details, visit the Responsive Classroom website at:

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

- *Origins, the Midwest center for the Responsive Classroom approach offers Training for middle school teachers*

Developmental Designs for Middle School 1

Developmental Designs for Middle School 2

July 27 – 31, 2009

Woodbury Junior High School

Woodbury NJ

*Developmental Designs* 1 and 2 weeklong workshops are for grades 5-8 educators who work in a middle school setting. Both workshops present an approach to building community, classroom management, and instruction designed to strengthen teaching practice with a sound, integrated social and academic curriculum.

To meet the unique combination of social, emotional, physical, and intellectual needs of young adolescents, the Developmental Designs for Middle School (DDMS) approach (formerly known as Responsive Designs, or RD) offers an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning. The DDMS approach is based on a research-grounded belief that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students; students must come to know and appreciate each other; clear parameters for acceptable behavior must be drawn and consistently maintained; and learning must be engaging, exploratory, relevant, and varied. For registration details, visit: [www.originsonline.org](http://www.originsonline.org).

For more information on the Developmental Designs for Middle School approach, guiding principles and classroom practices, [click here](#), or sign up to receive *Origins: A Newsletter for Elementary Educators (K-6)* or *Developmental Designs: A Middle School Newsletter (5-9)*. The newsletters contain useful articles on topics relevant to everyday classroom practice and information on workshops and teacher resources. The newsletters are published three times a year, spring, fall, and winter.

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## NATIONAL CHARACTER EDUCATION OPPORTUNITIES

New:

- *“Smart & Good Schools: Maximizing the Power of Character for Teaching and Learning (K-12)”*  
June 29 – July 1, 2009

The 15th Annual Summer Institute in Character Education (now called the Smart & Good Schools Summer Institute), hosted by the Center for the 4th and 5th Rs (Respect and Responsibility) and the Institute for Excellence & Ethics. Held at the State University of New York at Cortland.

Program features in-depth, half-day presentations by national character education leaders and

authors:

Michele Borba, “*Building Moral Intelligence: What Parents and Teachers Can Do*”

Matt Davidson, “*Power to Learn: Preparing Students to Flourish in the 21st Century*”

Usha Balamore, “*New Developments in the Shipley School Story*”

Tom Lickona, “*Power to Teach: Developing Moral and Performance Character in the Classroom*”

Rich Parisi and Phil Catania, “*Power to Lead Your School*”

Hal Urban, “*Lessons from the Classroom: What Good Teachers Do*”

Plus K-12 lunchtime workshops. Register for 1, 2, or 3 days. For details and a registration form, go to: [www.cortland.edu/character/institutes.asp](http://www.cortland.edu/character/institutes.asp)

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## Previously listed:

- ***Sustainable, Schoolwide Social and Emotional Learning Implementation Workshop***

Two-Day Intensive Workshop

June 15-16, 2009

Chicago, IL

CASEL has announced its two-day workshop designed to equip school administrators and their teams with the tools and skills needed to implement high quality, sustainable, evidence-based social and emotional learning programming that is integrated into all aspects of schooling. Through their participation in this workshop, school teams will:

- Understand the theory and rationale of SEL as a framework for school improvement, positive student development, and student academic success.
- Learn about the important role the school leader must play in high quality and sustainable SEL implementation and strategies that help leaders fulfill this role.
- Explore the key steps of SEL implementation and strategies for sustaining programming.
- Create a plan of action to advance SEL programming at your school.

To learn more, visit [www.casel.org](http://www.casel.org) and download the registration form at <http://www.casel.org/pub/training.php>, or contact Cynthia Coleman at [ccoleman@casel.org](mailto:ccoleman@casel.org) today.

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- ***Center for Social and Emotional Education (CSEE) 12th Annual Summer Institute***

July 7-9, 2009

Fordham University

155 West 60th Street

New York City, NJ

The institute will have a dual focus: promoting effective school climate reform efforts in general and effective bully prevention/pro-upstander behavior in particular.

School teams and individuals will:

- Learn how to support a continuous process of measuring and improving school climate in ways that promote academic achievement, student and parent engagement and effective risk prevention/health promotion efforts.
- Learn about specific efforts that reduce bullying and promote upstander behavior.

- Learn about strategies and activities that develop students' core social, emotional, ethical and intellectual competencies.
- Connect with local and national leaders on the latest research, policy and practices.
- Begin developing action plans that build on your school's strengths, needs and goals.

For more information and online registration, visit CSEE's website at:

<http://www.schoolclimate.org/index.php/programs/si/>.

- ***2009 Community of Caring National Conference  
Leadership and Service: Empowering Our Schools through Character Education***

July 8-10, 2009

Hyatt Regency Sarasota  
1000 Boulevard of the Arts  
Sarasota, Florida

Featured Speaker July 9, 2009 - Cathryn Berger Kaye, M.A.  
"Making the Service-Learning Connection"

Featured Speaker July 10, 2009 - Dr. Kris Bosworth  
"Culture, Climate, Connectedness, and Resiliency"

Key Topics:

- Community of Caring 101
- Inclusion of All Students
- Student Leadership
- Using Technology to Foster Character Education
- Parent and Community Involvement
- Service Learning, and more...

Sponsored by the Eunice Kennedy Shriver National Center for Community of Caring, College of Education, The University of Utah; the Center for Social and Character Development at Rutgers University; Gulf Coast Community Foundation of Venice.

Register online at [www.communityofcaring.org](http://www.communityofcaring.org), or call 1-801-587-3432, or e-mail [contact@communityofcaring.org](mailto:contact@communityofcaring.org).

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- ***Responsive Classroom Schools Conference***

July 21-22, 2009

George Washington University  
Washington, DC

During this interactive, two-day national conference, administrators and teacher leaders will gather to share ideas and questions, successes and challenges on the road to schoolwide implementation of the Responsive Classroom approach. Breakout sessions will focus on:

- Instituting practices that enable schoolwide implementation. How must schools change culturally if they are to take the Responsive Classroom approach beyond individual classrooms to the hallways, lunchroom, playground, auditorium, and buses? What are the day-by-day nuts and bolts of making schoolwide implementation happen and keeping it strong and fresh?
- Building the adult community essential to schoolwide implementation. How do school

leaders inspire staff to share a common vision of teaching and learning? What practices and perspectives can help adults work together in respectful collaboration—modeling for the children how a Responsive Classroom learning community looks, sounds, and feels?

For more details and registration information, visit the Responsive Classroom website at: <http://responsiveclassroom.org/>. Other questions? Email [registration@responsiveclassroom.org](mailto:registration@responsiveclassroom.org) or call 800-360-6332 x 130.

- ***School-Connect Summer Institutes***

August 6-7 in Chicago, IL

August 13-14, 2009 in Los Angeles, CA

*School-Connect: Optimizing the High School Experience* is a 40-lesson curriculum designed to boost social, emotional, and academic skills in students (grades 9-12). It is especially designed to help incoming freshmen develop supportive relationships and prepare for the academic rigor of high school.

School-Connect will be hosting regional trainings for character educators interested in implementing School-Connect and in-servicing school staff in social-emotional learning strategies. Please see [www.school-connect.net](http://www.school-connect.net) for more information.

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- ***2009 Character Education Partnership Forum***

***"Citizens of Character - the Foundation of Democracy"***

October 29-31, 2009

Hilton Alexandria Mark Center

Alexandria, Virginia

Register by May 31 and attend a Pre-Forum Morning Workshop at HALF PRICE!

A few Pre-Forum Session options include:

- Promoting Academic Integrity to Advance Character Development: A Strategic Planning Session
- The Neurology of Peak Performance: Balancing Intellectual, Emotional, and Social Skills
- Integrating Character into the Curriculum

[Click here](#) to download the complete conference brochure. For more information and registration details, visit the CEP website at <http://www.character.org/cepforum>.

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## CHARACTER IN ACTION

- ***Use This Summer for Social Justice***

From the Teaching Tolerance website, Jennifer Holladay offers five suggestions for self-guided professional development as summer break gets underway:

1. Take time to renew and reflect.
2. Visit or learn more about a site of conscience.
3. Broaden your perspective with books and blogs.
4. Connect with a social justice group near you.
5. Identify three new ways to integrate social justice themes into your curriculum.

To get the details and suggestions for planning your summer of character, visit the Teaching Tolerance website at:

<http://www.tolerance.org/teach/activities/activity.jsp?ar=1074&ttnewsletter=ttnewsgen-051809>

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## GRANTS AND FUNDING OPPORTUNITIES

### New

- *Disney Minnie Grants Available*

Accepting applications through June 15, 2009

Youth Service America and Disney are offering the Disney Minnie Grants to fund children's efforts to improve their communities. These grants of \$500 are for children (ages 5-14) or the organizations that engage them, to implement youth-led service projects that address the issues of Poverty, Hunger, Education, Environment, Global Citizenship, Sustainable Community Development, and Disaster Prevention & Relief. Applications are accepted from all over the world. Projects will take place in the months of September-November 2009. Apply online at <http://www.ysa.org/awards> Questions? Email [MinnieGrant@ysa.org](mailto:MinnieGrant@ysa.org)

- *Apply to be a 2010 Global Youth Service Day Lead Agency*

Application deadline is July 17, 2009

Looking for a way to increase participation in your programs while connecting with the larger youth service movement?

Apply to be a Lead Agency for Global Youth Service Day 2010! Lead Agencies are organizations across the 50 U.S. states, the District of Columbia, and the Canadian provinces of Alberta, Ontario, or New Brunswick that increase the scope, visibility, and sustainability of Global Youth Service Day by leading city, regional, or statewide service projects.

Past Lead Agencies have been successful in garnering national media attention, developing new partnerships, and engaging elected and public officials in their service and service-learning projects.

Lead Agencies receive a \$2,000 GYSD planning grant sponsored by State Farm Companies Foundation, travel support to attend the Youth Service Institute in Washington, DC, and direct assistance from Youth Service America to ensure a successful Global Youth Service Day.

The application deadline is July 17, 2009. To access the application, visit:

<http://www.gysd.org/partners/leadagencies>

Find the answers to Lead Agencies [Frequently Asked Questions](#).

If you have any questions about the Lead Agency program or the application, please contact Andraéa LaVant, GYSD Manager at [alavant@ysa.org](mailto:alavant@ysa.org)

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Previously listed/still open:

- ***Do Something Disaster Grants***

Deadline: December 31, 2009

Maximum Award: \$500

Do Something Disaster Grants fund project ideas and existing projects that assist people in emergency situations – everything from disaster preparedness to first responders to those who are still working hard to rebuild months or years later. Great projects include those that do something about food insecurity, help soldiers returning from active duty, rebuild communities after natural disasters, or provide resources for those afflicted by a crisis.

For more information email: [jwells@DoSomething.org](mailto:jwells@DoSomething.org) or visit:

<http://www.dosomething.org/grants/disaster>

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## WEBSITE NEWS, RESOURCES AND RESEARCH

- ***Reflective approaches to wrapping up the school year***

*A Focused Finish*

Responsive Classroom Newsletter article, April 2009

For their last issue before summer begins, RC asked five experienced teachers and administrators to share advice and ideas about wrapping up the school year while keeping the focus on learning and community. To read about them, visit [http://www.responsiveclassroom.org/newsletter/21\\_2nl\\_1.html](http://www.responsiveclassroom.org/newsletter/21_2nl_1.html)

- ***Suggested Summer SECD Reading***

*Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8* by Ruth Sidney Charney, preface by Nel Noddings, 2002, NEFC, 448 pages ISBN 978-1-892989-08-6

*The Power of Our Words: Teacher Language that Helps Children Learn*, by Paula Denton, EdD, 2007, NEFC, 180 pages, ISBN 978-1-892989-18-5

*Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn*, by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek

Other ideas for your summer reading experience can be found below:

*Summer Reading for Teachers*

*Create a Professional Development Book Club*

© Tammy Andrew

[http://teaching-strategies-mentorship.suite101.com/article.cfm/summer\\_reading\\_for\\_teachers](http://teaching-strategies-mentorship.suite101.com/article.cfm/summer_reading_for_teachers)

*Book Club Reading Lists*

Search multiple engines for book club reading lists

[www.webcrawler.com](http://www.webcrawler.com)

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- ***Ethics in America II***

Produced by Fred Friendly Seminars. 2007.

<http://www.learner.org/resources/series207.html>

A video series for middle school, high school, and adult learners; 6 one-hour video programs,

downloadable discussion guide and Ethics reader, and Web site

New, and yet familiar, hypothetical cases are debated and agonized over by eminent leaders from government, business, science and academia. Ethics in America II follows its predecessor (Ethics in America – see below) by exploring gripping ethical dilemmas using the time-honored Socratic Dialogue format. The programs can be used with a discussion guide to help teachers engage their students in the process of ethical reasoning and acquaint them with its traditions through historical essays and other writings. A Web site with background on the programs and issues is coordinated with the series (<http://www.learner.org/series/ethics2/>)

Individual program titles are:

1. Three Farewells: Medicine & the End of Life
2. War Stories: National Security & the News
3. My Brother's Keeper
4. Choosing Justice: Elections and Judicial Independence
5. A Better Brain: The Ethics of Neuro-Enhancement
6. Risk, Reward, Responsibility: Ethics in Business

The *Ethics in America* series (Ten one-hour video programs, audio cassettes, and coordinated books) was produced by Columbia University Seminars on Media and Society, 1989 and is geared for high school and college classrooms and adult learners. The programs aim to sharpen moral reasoning without favoring a particular position by exploring ethical dilemmas in legal, political, medical, corporate, and military arenas. Panelists include Antonin Scalia, Faye Wattleton, and Peter Jennings. To learn more, visit: <http://www.learner.org/resources/series81.html>.

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- ***Cry for Help – An Inside Look at the Emotional Challenges of Adolescents***

Produced by THIRTEEN WNET New York

Cry for Help takes a critical look at the issues surrounding teen depression and suicide. The documentary aired in April, but can still be watched online at: <http://www.pbs.org/wnet/cryforhelp/>. Segments examine case studies in two U.S. high schools and what they are doing to address the emotional problems of their students. Resources accompany the online documentary and target specific topics such as Warning Signs, Early Intervention, Hotlines and Web Sites for Teens, and another similar section for parents, STEPS – a virtual mental health initiative for teens and their parents online.

- ***The Healthy Body Book: Caring for the Coolest Machine You'll Ever Own***

New resource with a free teacher's guide!

*The Healthy Body Book: Caring for the Coolest Machine You'll Ever Own* is the newest in the award-winning and refreshing series of books published by Watering Can Press and seeking to, "grow kids with character". *The Healthy Body Book* inspires children to learn about, respect, and care for their bodies. It empowers healthy choices - like exercise and eating healthy - and sets kids on a path to create healthy habits for their lifetime. The book invites children (6-11) to author their own story through activities that help them better appreciate the complexity and uniqueness of their bodies and, in turn, nurture habits that will have a positive impact on their health and well-being throughout their lives.

*The Healthy Body Book* supports the teaching of science, language arts, character education, and more. The publisher even offers a free Teacher's Guide on its web site at <http://www.wateringcanpress.com/>. Visit the site and see why educators and advocates (from

Rod Paige, to Tom Lickona, Alma Powell, and others) endorse titles in this series (including The Giving Book, The Greening Book, The Autism Acceptance Book, and more.) Learn about bulk discounts and author visits by contacting Watering Can Press at [info@wateringcanpress.com](mailto:info@wateringcanpress.com).

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Character\_education\_network mailing list

[Character\\_education\\_network@email.rutgers.edu](mailto:Character_education_network@email.rutgers.edu)

[https://email.rutgers.edu/mailman/listinfo/character\\_education\\_network](https://email.rutgers.edu/mailman/listinfo/character_education_network)

To unsubscribe, send mail to [character\\_education\\_network-request@email.rutgers.edu](mailto:character_education_network-request@email.rutgers.edu) with the word "Unsubscribe" in the subject.

Part 1.2	Content-Type: text/plain Content-Encoding: 7bit
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