

**Capturing Kids' Hearts:  
Civility, Citizenship, and Character Education infused into Standards Based Instruction**

**Learning Standards for English Language Arts**

**Standard Example:** Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

*Example scenario: Students are giving oral reports analyzing aspects of Hamlet*

**CKH Strategies:**

*Social Contract creates emotional and social safety in the classroom for improved performance*

*SOLER listening skills*

*Relational leadership skills*

**Teacher and students engage in reflective questions concerning:**

*Respect for the speaker*

*Attentive listening (SOLER Listening)*

*Affirmation and appreciation for the difficulties of public performance*

*Self-managing behaviors...students are responsible for their actions during performance...through non-verbal signs, other students assist those who are not observing the social contract*

*Discussion of social contract...analogies to moral infractions and consequences in Hamlet's life*

**Results of consistent application of CKH strategies in an English Language Arts Class**

*Oral expression would be maximized because students would not fear being made fun of*

*Students would be willing to get up in front of the class because of the level of social safety in the classroom*

*Student speaker would be free to be original and creative...high social safety would be present*

*Social safety increases the confidence of the speaker*

*Student speaker would be motivated to speak to express ideas... not just to receive the grade*

*Other students would have the skills to know how to be appropriate in expressing opinions...give feedback*

*If manner of expressing opinions is not appropriate, teacher would have the skills to guide the discussion of what is appropriate when expressing ideas...respect for self and others, courtesy*

*Teacher would help students learn to affirm the speaker*

*Teacher would be more prepared to grade more than just on content...have a greater appreciation for the presentation*

*Teacher would be modeling SOLER listening skills, students would know how to be better listeners*

*Teacher would guide class in discussion of respect for the speaker if students are not listening*

*Students who are familiar with the social contract would know how to give non-verbal signs to help other students remember to offer respect to the speaker*

*Ultimately, speakers in a CKH-based classroom give more effort because they are connected with peers and with the teacher...the speaker will want to do his/her best*

*Excellence in performance is part of SOCIAL CONTRACT...listening, giving your best, no put downs*

*Feedback...students will be skilled in giving and receiving verbal and written feedback*

*Feedback is more meaningful when a higher level of relational capacity is present in a classroom*

## **Learning Standards for Mathematics, Science, and Technology**

**Standard Example:** Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

*Example Scenario: A student knew there was a test for geometry, didn't study, and engaged in cheating.*

### **CKH Strategies:**

*Social Contract*

*4 Questions Misbehavior*

### **Teachers and students engage in discussions of:**

*Honesty*

*Personal responsibility*

*Observance of laws and rules*

*Consequences of breaking classroom rule...analogy to breaking mathematical laws*

*Accountability in the context of relationship*

### **Results of consistent application of CKH strategies in a Mathematics, Science, and Technology Class**

*In a self-managing CKH classroom, student being cheated on would use non-verbal to signal the cheating student to stop*

*A student who sees the cheating would be responsible to the social contract and would report the infraction after giving non-verbal sign to stop cheating*

*Teacher would discuss how students take part in the cheating by not saying anything*

*Students would understand that not following community rules can produce undesirable results that affect the whole class*

*Teacher would use 4 questions of misbehavior to focus the student's attention on his actions*

*Teacher's handling of the situation would depend on maturity of CKH group*

*With a mature CKH class, the teacher could give the situation back to the class...someone is caught cheating...we agreed to be honest...what do we do? What is our responsibility to the person breaking the social contract?*

*The goal of the social contract is to develop a self-managing group that takes care of business*

*Teacher would know how to keep the student accountable without destroying the relationship*

*Teacher handles the situation and student with dignity*

*Teacher handles student with respect*

*Teacher learns not to take poor behavior personally...the student is a learner...learns from his/her mistakes*

## **Learning Standards for Social Studies: Civics, Citizenship, and Government**

**Standard Example:** Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nation; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Example Scenario:** *The class is discussing civic values in a constitutional democracy.*

### **CKH Strategies:**

*Social Contract*

*Relational leadership skills*

*“Good Things” ...avenue of participation in the group*

### **Teachers and students engage in discussions of:**

*Governmental systems...analogy to classroom social contract*

*Civic values similar to the classroom values established by the class...similar process*

*Personal responsibility in the context of school community*

*Necessity of observance of laws and rules*

*Compare/contrast U.S. governmental system to governing system of the classroom*

*Accountability in the context of relationship (citizenship)*

### **Results of consistent application of CKH strategies in a Social Studies Class:**

*Students understand that if they choose not to sign the contract, the majority rules, and students will receive the consequences of infractions against the social contract...just as in everyday life, one must obey laws even if one disagrees with them.*

*Social contract enhances safety in the classroom*

*Students understand that development of a social contract mirrors what happens in the development of government*

*Teacher and students discuss the rights and responsibilities of citizenship in a class*

*Teachers and students learn how to build the team...“grow the group”... teaches students how to be part of a community and to ...*

*Be respectful of neighbors*

*Have respect for laws*

*Team building teaches students to be empathetic....think of others...citizenship*