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WHAT ARE THE DIMENSIONS
OF CHARACTER EDUCATION THAT
SHOULD BE DEVELOPED AT THE SECONDARY LEVEL?

A MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

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DAWN J. BROMMER

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OF CHARACTER EDUCATION THAT
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JUNE 2020

APPROVED

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The team of Anoka-Hennepin middle school administrators that supported me throughout the 2019/2020 school year. Robert Cahow, Brian Carlson, Bill Kron, Linda Groebner, Gary Lundeen, Mary Richardson, Tom Hagerty and Jeff Leach. Mr. Tom Shaw, the Principal at Coon Rapids Middle School conducted my first observation. As a new teacher, I wasn't sure if I was allowed to be creative and design new curriculum. Mr. Shaw asked me to design creative, engaging, and relevant curriculum for 8th graders. I asked him if I could incorporate C.S. Lewis's *Chronicles of Narnia* character traits with iMovie curriculum for Computer Explorations 8 class. Mr. Shaw was impressed with the learning targets, results, and the student engagement all year in Computer Explorations 8.

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Abstract

Character education, as defined by C.S. Lewis, (Pike, Nesfield, & Lickona, 2015) starts by developing the following positive character traits: caring relationships, wisdom, fortitude, courage, self-control, justice, forgiveness, gratitude, humility, integrity (honesty), hard work, curiosity, and hope. Character Education takes time and has to be worked at and cultivated so that every human being thrives through developing in the areas of intellectual, moral, civic and performance virtues. These four forms or categories of personal character define what it means to be a competent, ethical, engaged and effective adult member of society. Character education can be integrated alongside any standards-based curriculum. “Intelligence plus character – the goal of true education.” -Dr. Martin Luther King, Jr.

Table of Contents

| | |
|---|----|
| Acknowledgements | 3 |
| Abstract | 5 |
| Table of Contents | 6 |
| List of Tables | 8 |
| Chapter 1: Introduction | 9 |
| Learning from Our Ancestors | 9 |
| Building Caring Relationships | 10 |
| Chapter II: Literature Review | |
| Overview of Literature Review | 15 |
| Intellectual Character | 22 |
| Moral Character | 23 |
| Honesty | 25 |
| Trust | 25 |
| Fairness | 25 |
| Respect | 26 |
| Responsibility | 26 |
| Civic Character | 27 |
| Performance Character | 28 |
| Teaching Character Education While Meeting Academic Standards | 34 |
| Elements of an Effective Character Education Program | 39 |
| The Calendar | 39 |

| | |
|--|----|
| The Character Education Club | 39 |
| Village Key Discount Card | 39 |
| Chapter III: Application of the Research | 44 |
| Purpose and Explanation of the Project | 46 |
| Intended Audience and Materials | 48 |
| Resources that a teacher would need | 49 |
| Sustainability | 50 |
| Business Education Lesson Plan | 50 |
| Daily Lesson Plans | 53 |
| Assessment: Rubric | 56 |
| Chapter IV: Discussion and Conclusion | 57 |
| Summary | 57 |
| Professional Application | 59 |
| Limitations of the Research | 59 |
| Implications for Future Research | 60 |
| Conclusion | 61 |
| References | 62 |

List of Tables

Table

Table 1: Character Trait Themes throughout Research

26

CHAPTER 1: INTRODUCTION

Teachers play an important front-line role in building relationships with their students and supporting their character growth. How do educators really know if the seeds of character we help plant in young people will grow into blossoming, beautiful human beings that are passionate and productive citizens? How do we know which character traits will be the most effective to teach young people?

Learning from Our Ancestors

It all begins with caring relationships; first, with an adult in the family and second, with an adult outside the family. When this author was 5 years old, her grandma used to hold up her finger and pretend it was a light and sing to her, “This little light of mine, don’t let Satan puff it out.” Grandma had a beautiful, light spirit that made people laugh and feel hopeful. In addition, Grandma’s trustworthy smile made everyone feel comfortable around her. Grandma was always wise throughout her conversations and showed this through her kindness and generosity. She demonstrated character traits that live on through the generations.

Grandma did not always have an easy life, but through courageous perseverance as a wise 1950’s housewife, nobody messed with her, her six children, or any of her grandchildren. She was a woman of high moral character that stood up for what she believed was right and was dedicated to her husband and family.

Grandma’s grandchildren were all lights of hope in her life. She would take each of them clothes shopping and to the grocery store for food. She was so good at showing all of the children love and built individual caring relationships with each grandchild. She was even patient and respectful when her grandchildren embarrassed her in public.

Life was not easy for Grandma. She dealt with the loss of family members, including children, but she never let that get her down for too long. She always got back up and fought for her dreams, passions, travel plans, and goals. This courageous woman acquired grit and perseverance through a series of hard-fought personal challenges or, as they called it in the olden days, “the hard knocks of life.” Many families go through difficult times such as divorce, financial struggles, drug or alcohol challenges, and it takes a tremendous amount of courage to get away from this toxic environment. Can we teach children or students to be courageous without going through these types of hard life experiences?

Through these challenges, Grandma strengthened several of her own personal character traits such as grit, which she generously transferred down to the next generation. Does character truly develop throughout people’s lives as they are continually growing, learning, and experiencing new things? Or can seeds of character be planted effectively in our young students? If they can, which character traits do we focus on to build the highest quality human beings? Some important aspects of character include: caring, courage, generosity, honesty, integrity, wisdom, trustworthiness, and respect. How can these be developed?

Building Caring Relationships

Caring relationships, like the ones that Grandma built with her grandchildren, need to be cultivated within schools, families, and communities. These caring relationships can be effectively integrated into a school character education program. It’s about intentionally creating a positive school culture and climate, anchored to community-developed ethical and performance values. As the old saying goes, “it takes a

village to raise children.” Local schools are the foundation that supports communities and families. Parents and families need to continue to take an active role in their children’s healthy character development.

In our schools, relationships between students, students to adults, and adults to adults are the key to building effective, respectful, and truly transformational character education programs. Educators refer to this as “ordinary magic” (Lickona, 2014). Ordinary refers to a common, normal function. Having these relationships in place will make it more likely that young children will talk to adults about what is going on when they suspect or hear about their peers’ behaviors or struggles. Change will not happen without a lot of hard work, dedication, commitment, and determination to commit to change. Change really matters in building strong students of high character, and this is necessary to sustain the challenging secondary school years.

Does the American culture have the time to develop effective character traits in our young people? If we look around the world, why is Finland’s character education or value system stronger than America’s? There are four characteristics that Finnish researchers attributed to the higher status of teaching in Finland: systematic theory, authority, professional autonomy, and self-governed professional ethics. The Finnish teaching profession is taught from a scientific knowledge base that has authority and has acquired public and formal legitimacy. Finnish teachers have professional autonomy to independently decide which tools and methods they will use in their classroom. The Finnish education system has self-governed professional ethics which guide the Finnish teaching profession (Thornberg, 2016).

The Nordic Countries (Denmark, Finland, Iceland, Norway and Sweden) educators embed values in the everyday life of Nordic preschools. This includes everyday pedagogical practice and in every teacher's narratives. Teachers are the role models and teachers rarely use the word "values," because they are implied though not plainly expressed. They embed values in the pedagogical practice of the school. A key contribution of the research paper is that there is identification of a need for a more professional language through which teachers can discuss how their values are expressed in teaching. Thus, the values reported in this special issue indicated that the situation of values education in preschool is very similar to the situation in school – it is to a large extent implicit, complex, and left within the domain of the hidden curriculum. Finland's teachers came to agree on three prioritized values in their preschools: care, respect, and discipline. Care refers to the well-being of others, friendship, comfort, warmth, and helpfulness. Respect refers to good communication, listening, how we treat others, seeing others' point of view, understanding differences, fairness, and courtesy. Discipline refers to rules and self-control (Thornberg, 2016.). Like Grandma did with her grandchildren, we must all make the time, space, and effort to cultivate caring relationships within schools, communities and families (Sojourner, 2014).

This literature review paper and application project will give a brief history of how Character Education has changed significantly over the course of American Education. Then, it will continue with the review of the literature available on the four dimensions of character: intellectual, moral, civic, and performance. The paper will further discuss integrating the teaching of character education within secondary education

while meeting academic standards. It will also summarize the challenges and opportunities of creating a quality, effective character education program.

CHAPTER II: LITERATURE REVIEW

“The ultimate purpose of character education is to prepare the next generation to inherit society” (Rosenblatt, 1995 as cited in Lickona, 2014).

Research strategies were implemented through Bethel’s Library System using Eric (EBSCOhost) Index Articles and ProQuest documents on all topics related to education. I began with using keywords such as “ethics” & “education.” This search produced too many relevant literature reviews so I thought about how to be more targeted and specific. After talking to my advisors we came up with “character education” & “secondary education.” These keywords produced relevant literature that allowed me to evaluate sources, identify themes and target my thesis topic.

Character education has changed significantly over the course of American education. In the early 1800’s, “Public schools in the United States – as well as schools across different societies and historical eras – were established as much for moral and social reasons as for academic instruction” (Noddings, 2005 as cited in Tatman, Edmonson, Slate, 2009).

“It is commonplace of educational theory that the establishing of character is a comprehensive aim of school instruction and discipline” (Dewey, 1946 as cited in Tatman, Edmonson, Slate, 2009). The historic mission of education is further emphasized by Doyle (1997) who noted that, “To abandon education’s historic mission to shape character....flies in the face of history and reason” (Doyle, 1997 as cited in Tatman, Edmonson, Slate, 2009).

Our early schools treated the transmission of knowledge as secondary to character development. Character education is nothing new and has been around as long

as there have been schools. Character development has great traditions in ancient and primitive cultures. Character education is reflected in a historically rich context with advocates including Plato, Aristotle, Kant, and Dewey (Heslep, 2005 as cited in Tatman, Edmonson, Slate, 2009).

An emerging movement originating in the late nineties and 2000's as been social and emotional learning, which has had a significant character education thrust, may be described as "process of acquiring the skills to recognize and manage emotions, develop caring and concern for other, establish positive relationships, make responsible decisions, and handle challenging situations effectively" (Devaney, O'Brien, Tavegia & Resnik, 2016 as cited in Tatman, Edmonson, Slate, 2009).

Overview of Literature Review

Lifelong character development starts by meeting secondary students wherever they are at in life's journey. Character development is always evolving through the experiences of every human being. "Character strengths are not innate; they don't appear magically, as a result of good luck or good genes. And they are not simply a choice. They are rooted in brain chemistry, and they are molded in measurable and predictable ways, by the environment in which children grow up. That means the rest of us in society can do an enormous amount to influence their development in children" (Tough, 2002, p. 196). Character development takes time and has to be worked at and cultivated so that every human being thrives through developing in the areas of intellectual, moral, civic, and performance virtues. How are these character development traits developed and applied to students in secondary education?

The Character Education Partnership, established in 1993, is an organization that provides “voice, visibility, and resources to help individuals and groups along their character development journey. This organization defines character as knowing, caring about, and acting upon core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others” (Berkowitz & Fekula, 1999, p. 18). Overall, developing in students a desire for the good is how most authorities understand the construct (Berkowitz & Fekula, 1999).

The tragic number of school shootings gives educators a hint that schools are not adequately serving the character and moral development of citizens and society. Education inevitably affects character. Are students capable of making and applying good decision-making skills in the face of intense persuasion against it? Educators and parents worry about children risking their futures by making poor, life-threatening decisions. Risky behaviors include alcohol, drug use, criminal behavior, shoplifting, petty theft, vandalism, shootings, assaults, and early sexual activity. If educators abstain from teaching about character development, they leave it up to “chance” or other influences such as peer groups, lack of good role models, lack of positive family life, drugs, alcohol, date rape, academic dishonesty, vandalism, and assault (Berkowitz & Fekula, 1999). Murray talks about an increasing “society divide.” The upper class is well-educated, married, sends their children to elite colleges and is isolated in specific zip codes. Whereas the lower class, not distinguished by poverty and race but by the loss of virtues required to be functioning members of a free society, has increasingly deteriorated. More than half of lower-class families are fatherless, many with live-in boyfriends with little

income often dealing with substance abuse, alcoholism, and increased criminal behavior (Lickona, 2014).

Our society is overwhelmed with TV, and we often don't eat together, talk to each other, or volunteer in our communities. Women are sexualized in many ways, including provocative advertising, videos, and inappropriately sexualized photographs.

Teenage girls and boys who abstain from sexual activity have been shown to be less likely to become involved in substance abuse and crime, have higher educational goals, and are less likely to drop out of school (Lickona, 2014). According to Lickona, the approach most aligned with character education is of sexual abstinence and self-control. "There is no condom for the heart" (Lickona, 2014, p. 7).

The value of high-quality character education has been associated with enhanced school environments, increased academic achievement and stronger human relationships (Sojourner, 2014). If this is true, what dimensions of character should be developed at the secondary level? An effective character education program must involve the entire school community, including office staff, paraprofessionals, parents, educators, cooks, bus drivers, and custodians. Schools can partner with families to help strengthen family life. Strengthening family life is one concrete way character education programs can help reverse the negative trends (Lickona, 2014).

A study in *The European Journal of Educational Research* called *Prediction of Risky Behaviors in Adolescents, Effects of Character Strengths Being Virtuous* (Kabakci, 2019) focuses on a strength-based approach. Kabakci studied risky behavior and what character traits were prevalent in students engaging in risky behavior. He found that perspective, self-control, and purposefulness were observed less frequently in young

people with risky behaviors (Kabakci, 2019). This study further evaluated six virtues and 24 strengths and studied if the presence of character strengths predicted less risky behaviors such as antisocial behaviors, alcohol use, tobacco use, eating habits, suicide tendency, and school dropout.

According to the analysis, the following character traits positively impacted student behavior.

- Hope is the protective factor against the risk and thought of suicide.
- Forgiveness is negatively related to smoking.
- Religious, spiritual students were inclined towards less substance use.
- As the character traits of gratitude, hope, humor, appreciation, beauty, and excellence increased, the use of alcohol decreased.
- The strength of honesty is the negative predictor of discipline problems.
- As love increased, the school drop-out rate decreased (Kabakci, 2019).

The researchers measured the character traits by using a data collection tool called the Risky Behaviors Scale (RBS) and the Values in Action Inventory of Strengths for Young People. RBS is a self-expression scale including 36 items. The highest RBS score could be a total of 180 and the lowest RBS score could be as low as 36 depending how the example statements were answered. A higher score pointed towards riskier behaviors and the decreasing score pointed to less risky behaviors. Some example statements included:

- I go to entertainment places and ingest alcohol.
- I talk with my friends using inappropriate, nasty, dirty, and vulgar language.
- I smoke cigarettes.

The Values in Action Inventory of Strengths for Young People is a 198-item inventory evaluating six virtues and twenty-four character strengths on a five-point scale. A high score taken from the inventory points to high level character strengths.

Some example statements included:

- I'm always very active.
- I'm a thankful person.
- I'm very optimistic about the future.
- I'm a religious person.

The data was collected by a researcher, which was based on 391 volunteer participants. The researcher used the convenience sampling method by easily reaching the participants and receiving administrative approval. It took secondary students about one hour to answer all of the questions. Some of the results showed that hope is the protective factor against the risk and thought of suicide and the school drop-out rate was predicted negatively by love (Kabakci, 2019).

If hope and love are two positive character strengths, how can teachers incorporate and teach these positive character strengths so they are embedded into our students' lives? With eighteen million children in the U.S. exposed to trauma and domestic violence, many are at risk for physical, mental, and social challenges. Children are exposed to additional stress through child services, custody arrangements, isolation, neglect, and abuse. This tremendous amount of stress increases children's risk for depression, sickness, diseases, anxiety, and aggression. The next study relates to increases in children's hope and character strength as an intervention for children exposed to domestic violence.

Snyder's Theory of Hope (Snyder as cited in Gwinn & Hellman, 2016) was used as a conceptual framework to establish Camp Hope America. The hope theory is a goal-oriented psychological theory that hopes to promote well-being across the lifespan. Camp Hope America is a summer camp program targeting school aged children exposed to domestic violence. The purpose of the study was to observe the changes in children's hope before and after camp and correlate hope to positive character strengths as rated by camp counselors. Camp Hope helps students see their own belief in their potential to reach a future-oriented positive goal. "There is no change without the dream, as there is no dream without hope" (Freire as cited in Hellman & Gwinn, 2016 p. 270). Hope is the psychological mindset that shields the negative consequences of experiencing or witnessing behavior such as domestic violence.

The Camp Hope program is a values-based summer camping and mentoring model. The camp is designed around three key areas:

- Challenge by Choice refers to children setting daily achievement goals,
- Affirmation and Praise for developing and observing character traits
- Themed, small group discussion and activities focused on helping children set goals and pursue viable pathways (citation here)

A network of public charter schools called KIPP have also designed their own character counts model. These children were rated using the Character Counts model a 20 item assessment of character strengths from the KIPP Character Counts Growth card (Peterson as cited in Gwinn & Hellman 2016). Following the KIPP Character Counts model, counselors assessed the children in areas of zest, grit, optimism, self-control, gratitude, social intelligence, and curiosity. All activities were designed to support

teamwork, self-esteem, group trust, creative thinking, and competency through challenging activities such as canoeing, zip-lining, rafting, challenge courses, tubing, hiking, campfires, skits, songs, journaling and nightly discussions. The challenge by choice activities are designed to challenge students to set daily achievement goals by pursuing challenging activities such as zip lining or canoeing. Each day at Camp Hope they had a reflection time in the cabins/tents or around the campfires, which included positive statements such as, “My future is brighter than my past.” “I am a unique masterpiece.” “I am becoming my best self.” “We need each other.” “My best self is within reach.” There was no free time and no cell phones at Camp Hope. The pre- and post-survey results of Camp Hope children reported stronger relationships, better grades, increased attendance, higher graduation rates, and more frequent college-going rates after attending Camp Hope America (Gwinn, & Hellman 2016).

Children that are hopeful have the ability to persist by self-regulating their thoughts, emotions, and behaviors toward their desired goal. Hope gives children the mental pathways and thoughtful strategies they can each develop to reach their goals. Hopeful thinking among children is positively associated with perceived competence and self-worth and decreased levels of anxiety and depression (Gwinn & Hellman, 2016). The research suggests that with higher hope children are more optimistic about the future, have stronger problem-solving skills, and develop more life goals. Finally, the children self-reported that hope was positively associated with camp counselors’ observations of the child’s character strengths. The research suggests that brief hope interventions with children can increase their psychological strengths and well-being. The character trait of

hope is powerful and one of the main protective factors against suicide (Gwinn & Hellman, 2016).

Hope, together with four additional dimensions of character, should be developed at the secondary level. The four dimensions of character are: intellectual character, moral character, civic character, and performance character (Shields, 2011). These four forms, or categories of personal character, define what it means to be a competent, ethical, engaged, and effective adult member of society. These multiple dimensions of character share a focus on “personal dispositions” and “patterns of interaction” (citation needed here). A personal disposition is a person’s true character, attitude, and outlook. It is a person’s tendency or habit to act in a certain way. A person’s pattern of interaction is very complex, multi-channeled, and flexible in the interactions that are supported. It focuses on establishing meaning and how a person acts in various aspects of their life. The goal of education is not to memorize and regurgitate knowledge, but to seek and use knowledge in effective and ethical ways. When we focus on the character of the learner rather than only academic/learning content, we get to the bottom of what’s likely to be sustained through time. “Developing patterns of thinking, styles of interaction and modes of engagement will shape how people interact with ideas, people, social organizations and institutions” (Shields, 2011, p.49).

Intellectual Character

The first dimension of the four dimensions of character education is called intellectual character. Intellectual character is defined as, “the overarching conglomeration of habits of mind, patterns of thought, and general dispositions toward thinking-oriented pursuits” (Ritchhart, 2002, p. 29). A person of strong intellectual

character is truth seeking, curious, open-minded, reflective, strategic, and skeptical. Intelligence is not only the ability to master content; intelligence is the person's nature or behavior to apply these habits, thoughts, and patterns to the complexities of life. Three ingrained intelligence qualities, which capture the broadness of thinking intelligently, are dimensions of creative, reflective, and critical thinking.

Open-minded persons are flexible, energetic, and willing to try out new ideas. They aren't rigid or narrow; they think widely and look beyond what is in front of them. Curiosity fuels their interests and helps them generate questions and explore. It is the beginning of a process of discovery, uncovering or problem solving (Ritchart, 2002). Metacognitive thinking refers to the ability to "think about one's thinking." Reflective thinkers tend to monitor, evaluate, regulate, and direct their thinking. When these thinkers don't understand, they think about what the barriers are and ask questions.

Truth and understanding can't be handed to someone; they must be actively developed through mental moves and examining issues closely. The mental moves that make the most difference include, "asking students why they think what they do or what is behind their beliefs or opinions" (Ritchhart, 2002 p. 29). Teachers engage students in a search for truth and understanding.

In addition to truth seeking, another component of critical thinking is being strategic and skeptical. Strategic thinkers consider their options, organize, devise plans, and choose tactics to best meet their goals. They are resourceful, anticipative, systematic, and careful in their thinking and procedures.

Skeptical thinkers tend to probe below the surface of things, looking for proof and evidence, and not accepting things at face value. Being skeptical helps our thinking by

forcing us to take an active stance toward new information rather than accept it passively. Skepticism becomes increasingly important, as we must sort through more and more information (Ritchart, 2002).

Moral Character

The second dimension of the four dimensions of character education is called moral character. Moral character is often defined as a list of virtues. When public schools were established in the United States back in the 18th and 19th centuries, one of their stated missions was to teach moral virtues. Teachers were expected to teach and discipline their students to be respectful of authority and also teach and expect fairness, honesty, and responsibility in completing their lessons. These expectations are fundamentally unchanged today.

According to Angela Lumpkin in *Teachers as Role Models Teaching Character and Moral Virtues*, teachers need to be moral role models with an emphasis of integrity. Honesty and compassion are priorities in many students' lives, but educators today can't dictate which moral values should be a priority. However, educators can help students gain the cognitive capacity to think deeply and clearly about moral issues and principles (Lumpkin, 2008).

How do educators build on the foundation of integrity? Regardless of religion, culture, ethnicity or race, the "epitome of living a value-based life is the fulfillment of moral obligations with consistent uprightness of character or integrity" (Lumpkin, 2008, p. 45). A person of integrity behaves in virtuous ways, such as keeping promises and refraining from lying, cheating, and stealing. Educators need to tell the truth, respect others, accept and fulfill responsibilities, play fair, earn and return trust, and live a moral

life. In sports, for example, teachers need to teach fair play, model sportsmanship, and show respect and kindness for all students.

A teacher's integrity is felt and observed by students. Students evaluate the character of their teachers based on how teachers welcome them to their classroom, how teachers make them feel, how they are treated, and how the teachers' lessons are organized and taught. Students know when their teachers are committed to their learning and they can tell when teachers genuinely care about them. The following are five important moral values that all teachers should model in their classrooms: honesty, trust, fairness, respect, and responsibility (Lumpkin, 2008).

Honesty.

Teachers display honesty by telling the truth and acting in an honorable way. Honesty includes fulfilling promises and commitments, such as maintaining confidentiality of student records and grading against rubrics. Honesty can be taught by asking a student why an assignment wasn't completed on time. Teachers who ask students questions and give students time to reflect on honesty will make the most impact on their hearts. Unacceptable behaviors such as lying, cheating, and stealing need to be clarified in advance as not ever being acceptable by a teacher or student in any teacher's classroom and will result in clearly defined consequences.

Trust.

If a person is honest, they can be trusted. Trust is the belief in others that develops whenever people fulfill their promises and commitments. Trust replaces apprehension with confidence and openness. When students trust their teachers, an inevitable mistake is transformed from being a fear of failure into an opportunity to learn. When students trust

their teachers, they don't worry about being embarrassed during class because they know their teacher will speak with them individually to give them constructive feedback.

Teachers also can become a trusted listening ear for students during times of relationship struggles, academic, or personal challenges (Lumpkin, 2008).

Fairness.

Fairness is closely linked with trust. Students will notice if their teacher treats some students differently or unfairly and then won't trust their teacher. Fairness requires that all students have the opportunity to reach the learning targets and standards set on an academic assignment or test (Lumpkin, 2008). Based on each student's individual talents, abilities and experience, grading might be different.

Respect.

Developing a respectful sense of community and rigor within a class is vitally important. This process begins with teachers demonstrating respect for a student's race, gender, socio-economic status, ethnicity, and individual characteristics or abilities. When teachers treat students with respect, they receive respect in return. Teachers need to care for and respect even those students whose behaviors are less than worthy of respect (Lumpkin, 2008).

Responsibility.

Responsible teachers are well prepared and organized for their classes. Teachers are responsible for creating a positive learning environment and providing educational services to students and society by responsibly developing the cognitive and affective skills of their students. When students misbehave or fail to complete an assignment the

teacher can use this as a learning experience. The experience could help students to make a new choice next time (Lumpkin, 2008).

Moral character education encompasses teaching and modeling the concepts of honesty, trust, fairness, respect, and responsibility in their classrooms. Moral reasoning does not promise behavioral change, but it does promise individual soul searching and reflection on personal beliefs, values, and principles. Without the reflection process, cognitive moral growth will not increase, behavior change will not likely occur, and the potential for consistent moral action becomes a little more than a hit or miss proposition (Lumpkin, 2008).

Civic Character

The third dimension of the four dimensions of character education is called civic character. A strong moral character also involves a passion for the public good or civic character. This includes character traits like respect, community-mindedness, and tolerance. Students need to learn how their actions affect the well-being and success of the group. This will involve cultivating respect for freedom, equality, rationality, an appreciation of diversity and due process, participation and service, and the skills to build the social capital of trust and community.

There are many examples of teaching practices or programs, which can be designed to encourage students to become more involved in their communities and develop traits like respect, community-mindedness, and tolerance.

Examples include:

- Student vote programs that involve students researching information about candidates and participating in mock elections.

- Project citizen programs that are based on grouping students together to deliberate on public policy issues.
- Student voice programs that provide students opportunities to debate political opinions and utilize the media to research candidates' positions and service-learning programs that engage students in a range of volunteer activities including a walkathon or peer tutoring (Lin, 2015).

These civic-based student-learning programs allow for political simulations, role-plays, classroom discussions, research projects, and mock debates. Each program incorporated a reflection (written, oral, or visual) to help students place their actions within the context of their personal development of civic engagement.

Performance Character

The fourth dimension of the four dimensions of character education is called performance character. Performance character refers to the foundational personal qualities that enable an individual to accomplish intentions and goals. Implementing performance virtues leads to high-quality effort and work. A student with well-developed performance character takes pride in what they do and seeks to make it the best it can be. Ron Berger (2003, p. ?) calls it “an ethic of excellence” which are qualities that students develop through functions and events that are important to each of them such as: perseverance, self-discipline, diligence, self-efficacy, self-control, ingenuity, courage, resilience, optimism, initiative, attention to detail, and loyalty (Berger, 2003 as cited in Shields, 2011).

Perseverance is doing something despite difficulty or delay in achieving success. Persevering through challenging situations requires individuals to adjust their thinking and put into place steps that help encourage growth to achieve a certain goal. This will require significant self-discipline. Self-discipline can be defined as an individual's ability to delay gratification in the service of pursuing a higher goal. Self-discipline was a stronger predictor than IQ of a student's academic grades, school attendance, hours spent doing homework, and acceptance into highly competitive high schools (Seider, Novick, & Gomez, 2013).

Other performance characteristics can be taught to students directly through content, music, or sports. Diligence is careful dedication through persistent work or effort. Are students stepping up and utilizing their self-efficacy to execute courses of action required to deal with challenging situations? Are students being creative and using their ingenuity to be clever, original, and inventive? Are students being courageous and getting out of their comfort zone to do something that frightens them? Are students practicing being courageous? In the face of challenges, are students resilient in the capacity to recover quickly from difficulties and toughness? Do students have optimism that is hopeful and confident about the future or the successful outcome of something? Do students take initiative to assess and initiate things independently? Do students pay attention to detail? Are students loyal to a strong feeling of support or allegiance (Shields, 2011)?

The disposition to give one's best effort, not just in a moment but sustained through time, evolves only as one goes through the actual process of gaining increasing

degrees of expertise in selected areas. Music, art, and athletics all contribute to developing and nurturing performance character (Seider, Novick, & Gomez, 2013).

After reading and studying 25 research-based articles on character education and looking for character traits themes, the following table emerged as shown in Table 1.

| Character Traits | # of Articles depicted this trait as a theme | References |
|------------------|--|---|
| Caring | 8 | Elias, DeFini & Bergmann, 2010 Kabakci, 2019 Lickona, 2014 Thornberg, 2016 Stiff-Williams 2010 Berkowitz & Fekula, 1999 Seider, Novick & Gomez, 2013 Sojourner, 2014 |
| Respect | 8 | Elias, DeFini & Bergmann, 2010 Kabakci, 2019 Stiff-Williams 2010 Bulach, 2002 Romanowski, 2005 Berkowitz & Fekula, 1999 Thornberg, 2016 Lin, 2015 |
| Honesty | 7 | Elias, DeFini & Bergmann, 2010 Kabakci, 2019 Shields, 2011 Bulach, 2002 Romanowski, 2005 Berkowitz & Fekula, 1999 Lumpkin, 2008 |
| Responsibility | 6 | Elias, DeFini & Bergmann, 2010 Stiff-Williams 2010 Bulach, 2002 Romanowski, 2005 Berkowitz & Fekula, 1999 Lumpkin, 2008 |
| Curiosity | 6 | Kabakci, 2019 Pike, Nesfield, & Lickona 2015 Hellman & Gwinn, 2016 Shields, 2011 Lumpkin, 2008 |

| | | |
|--------------|---|---|
| | | Seider, Novick & Gomez, 2013 |
| Perseverance | 6 | Lin, 2015 Elias, DeFini & Bergmann, 2010 Shields, 2011 Stiff-Williams 2010 Bulach, 2002 Seider, Novick & Gomez, 2013 |
| Integrity | 5 | Pike, Nesfield, & Lickona 2015 Stiff-Williams 2010 Bulach, 2002 Lumpkin, 2008 Seider, Novick & Gomez, 2013 |
| Fairness | 4 | Kabakci, 2019 Bulach, 2002 Berkowitz & Fekula, 1999 Lumpkin, 2008 |
| Self-Control | 6 | Kabakci, 2019 Pike, Nesfield, & Lickona 2015 Hellman & Gwinn, 2016 Lickona, 2014 Bulach, 2002 Seider, Novick & Gomez, 2013 |
| Citizenship | 4 | Bulach, 2002 Romanowski, 2005 Elias, DeFini & Bergmann, 2010 Kabakci, 2019 |
| Justice | 3 | Kabakci, 2019 Pike, Nesfield, Lickona 2015 Romanowski, 2005 |

Reading and studying several research-based articles on character education gave a broad overview of which character traits are most effective. Honesty was brought up as a theme in seven of the articles. Why honesty? Honesty is the basis for all character education because the truth is the foundation on which to build our students lives. If teachers don't know the truth, they can only guess. (Lumpkin, A, 2008).

Caring and respect were themes in eight research articles. Why? As Grandma taught, it all begins with caring relationships often with an adult in the family, or with an

adult outside the family. In our schools, relationships between students, students to adults and adults to adults are the key to building effective, respectful, and truly transformational character education programs.

Teaching students to be responsible was a theme in six of the character education research articles. Why? Teaching students to be responsible is one of the most important underlying character traits that you can build into their lives. At the end of the day, it's up to each student to take responsibility for getting their own work done; no one else can do it for them.

Curiosity, fairness, integrity, perseverance, and self-control were all important character traits that were discussed as themes in five or six different character education research articles. Character traits were first noticed and adopted from Egypt, Babylonian, Old Norse, Chinese, Indian, Roman, Greek, Australian Aboriginal, and American Indian societies as discussed in the 1943 Narnian virtues project by C.S. Lewis as Character Educator (Pike, Lickona, & Nesfield, 2015).

The Narnian Virtues research project is informed by the design and findings of the Knightly Virtues character education project based at the University of Birmingham's Jubilee Centre for Character and Virtues, which developed a literary curriculum and program of activities based on four stories. The program has had 30,000 9-11 year olds in schools across Britain. The Narnian research project expanded on previous literature-based character education interventions in two ways 1) the curriculum was based on the Pevensies who are children of a similar age to the students reading the novels. 2) by extending the curriculum beyond the 9-11 age range of the Knightly Research project to include middle or secondary school students up to the age of 14. The middle and early

secondary school years are a time when young people must make the transition to young adulthood and negotiate increasing social and peer pressures (Pike, Lickona, & Nesfield, 2015).

The method of the Narnian Virtues curriculum was intended to help students grow in their understanding of the 12 Narnian virtues, increase their application of those virtues in their own lives and develop a personal ethical response to the novel they were reading. In total 160 students from 7 classrooms in 5 schools in Yorkshire, United Kingdom participated in the pilot study. Students came from an ethnically diverse background. A co-investigator was hired as a part of the project team and they developed a 200 question questionnaire, a combination of Likert scale and multiple-choice administered at the start and end of the curriculum (Pike, Lickona, & Nesfield, 2015). The questionnaire had three parts: the knowledge index, virtue scale and student self-ratings of eight personality and attitude characteristics. Their findings were significant in that the quantitative-focus data revealed a statistically significant increase (7.2%) in students mean scores from the pre- to post-test measured by the Knowledge Index of Narnian Character Virtues instrument. The data was encouraging because students now had the ability to define the 12 virtues and explain how one develops good character (Pike, Lickona, & Nesfield, 2015).

Citizenship and justice were themes in three or four different character education research articles. A flourishing country depends on citizens who participate in governance, civic life, and seek justice. There must be public passion for the good. Students need to learn how their actions affect the well-being and success of the group.

If teachers take the eleven-character education traits of honesty, caring, respect, responsibility, curiosity, fairness, integrity, perseverance, self-control, citizenship, and

justice and incorporate them into academic standards, will positively impact society. Character education is needed in large part because it is a unique line of defense (what Lickona calls “our best hope,) to stanch the loss of personal morality and civility recent decades have increasingly seen (Lickona as cited in Streight, 2014).

Teaching Character Education While Meeting Academic Standards

“We must remember that intelligence is not enough. Intelligence plus character – the goal of true education.” Dr. Martin Luther King, Jr. (Maroon Tiger, 1947).

Would it be possible to integrate teaching of the four dimensions of character with the routine instruction of mandated state standards? Isn't the moral virtue of compassion ineffective unless it's combined with the character trait of resilience and persistence? It's not always easy to seek the good and right; it often takes years of compassion and concern for the sufferings or misfortune of others and the character traits of persistence, resilience, and courage to move through situations.

Stiff-Williams (2010, p. 115) believes that “character education can be integrated naturally with and taught alongside any state's standards-based curriculum.” According to Stiff-Williams, “decision filters” engage both the cognitive and affective processes of our brains and serve to intervene in our thought processes. Standards-based grading primarily emphasizes cognitive processes, which include the mental processes of thinking, knowing, remembering, judging, analysis, synthesis, evaluation, and problem solving. These are high-level functions of the brain and encompass language, imagination, perception, and planning. To combine character education into standards-based instruction, we must expand the thought process during the instruction planning process. Instead of examining a standard solely for its cognitive emphasis we should

expand our view and analyze the standard for the opportunity to teach in the affective domain as well. The affective domain refers to those actions that result from and are influenced by emotions, attitudes, appreciations, and values. Affective teachings develop students' character. Affective processes include receiving, responding, valuing, resolving conflict, motivation, emotions, moods, attitudes, values, stereotypes, and both positive and negative feelings (Stiff-Williams, 2010). To support combining character education and standards-based curriculum, teachers need to be trained and given sufficient collaborative planning time to prepare for high quality instruction. Together, teachers can plan units and lessons that include daily integration of character education and the standards.

Teachers can support students to build the “decision filters” that mediate their thought processes as they move through life. These decision filters will support students as they negotiate life's challenges. Building the affective skills helps successful students respond to questions such as: How should I regard the rights of others? How should I respect my body? How should I treat others? How should I treat others who are unlike me? How should I carry out my responsibilities? How should I manage power? Designing standards-based lessons that simultaneously develop these decision filters is an effective way to develop the character required to be a successful adult, mature in both cognitive and emotional affective intelligence. Students need to be equipped to engage in analysis, synthesis, and evaluation and have refined skills in receiving, responding, valuing, resolving conflict and applying a value system to a situation (Covey 1989; Stiff-Williams, 2010).

The following are several examples of standards-based instruction that have been expanded to apply the standard to both the cognitive and affective character education domains. For example, in an advanced math class the teacher could address the cognitive requirements of the academic standard and expect students to demonstrate achievement of the learning target while simultaneously emphasizing ways for students to grow and develop the character trait of perseverance when tackling this difficult math assignment.

Another example comes from a communication standard; “students will have to demonstrate verbal and nonverbal skills in communication situations” (Stiff-Williams, 2010). If we analyze the standard and think about teaching affective skills for character development, we could add collaboration, conflict resolution, and respect for others to these verbal and non-verbal skills demonstrations. This could involve several students communicating with other members of the classroom. For example, pairs of students could be given a scenario with verbal and non-verbal actions that revolve around collaboration, conflict resolution, or respect (Stiff-Williams, 2010).

Another example of teaching character education alongside academic standards would be in a social studies class. For example, the standard says. “The student would be able to identify situations and processes for making decisions” (Stiff-Williams, Helen 2010, p. 117). The cognitive learning targets would focus on identifying situations for decision-making and apply steps in this process. The teacher should consider the character qualities and values that must be addressed to support the student in making good decisions in various situations.

With 6.6 million people incarcerated in our nation’s correctional system and one in every 32 American adults in prison, on probation or parole, the US has the highest

percentage of citizens in jail compared to any other nation in the world. What more compelling reason to increase instruction on developing people's character? If planned properly, a character education program can be effectively integrated into a standards-based curriculum (Pew Center on the States, 2009 as cited in Stiff-Williams 2010).

School officials need to determine which characteristics are valued by their community and determine the extent to which characteristics are present or lacking in the student body. The purpose of the research study posed two questions. 1) Whose values should be taught? And 2) How can character be measured accurately? A survey instrument was used to measure the degree to which behaviors associated with the identified traits are present or absent. One hundred thirty teachers and parents agreed to take the survey. It measured ninety-six behaviors associated with sixteen character traits. They used a five-point Likert scale ranging from 1-5. A 5 was always, 1 was never. It was determined that the three most important character values to teach were 1) respect for self, others and property. 2) honesty 3) self-control/discipline. Members of the clergy chose: 1) perseverance/diligence 2) motivation 3) empathy. The remaining 13 values were: cooperation, responsibility, integrity, kindness, forgiveness, diligence, empathy, politeness, patriotism, diversity, humility, generosity and sportsmanship. If students practice behaviors associated with forgiveness, sympathy and kindness, bullying behavior and incidents of violence should decrease because students would ideally become more sympathetic, tolerant, kind, compassionate, and forgiving. With these improvements in student's behavior and school culture, the result should be improved student achievement and test scores (Bulach, 2002).

Over the last many years, secondary schools throughout the United States have implemented hundreds of various evidence-based character education programs, anti-bullying programs, social-emotional learning programs, and substance abuse prevention programs. Many of these programs are fragmented, create disunity, and are not effective at making a difference in students' lives. Effective programs tend to utilize multiple strategies for promoting development of character in students. The most commonly reported strategies were professional development, interactive teaching strategies, direct teaching strategies, family/community participation, modeling/mentoring, classroom/behavior management, schoolwide strategies, and community service/service learning (Berkowitz & Bier, 2007).

The Character Education and Collaborative Academic, Social and Emotional Learning are two organizations that are making a difference in integrating effective school-based interventions that are designed to promote positive character and build social emotional skills. One program called "Developing Safe and Civil Schools" (DSACS) has helped thousands of schools implement effective character education programs (Elias, DeFini, & Bergmann, 2010).

DSACS conducts effective educational workshops, looks at what is currently in place in a school, and teaches educators how to create a unifying theme, a set of core values, and a mission that will allow their initiatives to be joined together in a coherent way. Creation of core values and mission, along with a unifying theme calendar, are the threads that stitch together an effective "whole-child" Social and Emotional Character Education (SECD) program

Elements of an Effective Character Education Program

An example of an effective character education program is the Social-Emotional and Character Education program (SECD). This program includes a character education topic calendar, the Character Education Club to increase community involvement and the Village Key discount card (Elias et al., 2010).

The calendar.

The calendar leads the character education program by creating monthly themes that send character specific messages to students and create greater engagement and school spirit. Monthly themes are coordinated with yearly celebrations. Each month, teachers nominate “star students of character,” the morning announcements discuss the monthly character traits, teachers are supplied with sample lesson plans and required to design one lesson plan each month, and poster contests are coordinated each month (Elias, DeFini & Bergmann, 2010).

The character education club.

To further integrate the monthly themes, the Character Education Club was founded to enhance community service projects. The club coordinates community service within the school and community, including food drives, reading to younger children and creating backpacks for the homeless. The Character Education Club creates a positive buzz about acting with good character (Elias et al., 2010).

Village key discount card.

The final component of comprehensive character education according to Elias et al. (2010) is getting the community involved in recognizing good character in students. In their program, local merchants were given Village Key sponsor cards with the character

traits listed to advertise their business and students received a discount cards from local companies. The Village Key Discount Card keeps students informed and reminded of the criteria.

Grades are not considered for this program and modifications are made to keep the program vibrant and motivating. Enhancing the character and social-emotional health of students unleashes students' potential to improve our society and do well in the world. "Don't try to re-invent the wheel; just look at what you have going on in your school, get it under one umbrella, and then add new things to fill in the gaps" (Elias et al., 2010 p. 37).

However, not everyone agrees with the point of view that character education programs can be extremely successful. Alfie Kohn in *Education Digest* (1997) writes about how character education is a collection of exhortations and extrinsic motivations designed to make children do what they are told and make them work harder. Kohn states that Character Education has three main points: behaviorism, conservatism, and religion. Kohn asks the following questions about the purpose of character education: Is Character Education a conservative agenda item that portrays clean-living traits such as fairness and honesty, next to obedience, loyalty, diligence and the Protestant work ethic? Are students drilled with specific behaviors? Are all leading advocates of character education dedicated to religion? Kohn states that students in character education programs are not engaged in deep, critical reflection about certain ways of being but in fact they "passive receptacles" to be filled and "objects to be manipulated." (Kohn, 1997).

While Christian spiritual formation and that of other religions is important in those contexts, 'character' is an underlying foundation of human personal behavior on which all people can build their lives. Not everyone has 'religion' in his or her lives; and we cannot teach religion in public schools. But all people can become people of good character and we CAN teach and model character in school.

But is it entirely relevant that, in the sphere of character education writings, there lurks the assumption that only religion can serve as the foundation for good character? (Kagan as cited in Algera & Sink, 2002) Kagan insists “the need for character is clear. The support for character education is almost universal. The question then becomes, “how can schools best foster the acquisition of character and virtues among students?” (Algera & Sink, 2002, p.177) Character Education in Christian Schools explored many of the “packaged” character education curriculum interventions. Their research shows that they do not produce the character change that Christian schools embrace. Their research demonstrates that there are questionable reasons for investing valuable time, effort and money into such packaged programs. For these reasons, it would seem appropriate for Christian educators to continue their focus on spiritual formation interventions on the central example of Christ and biblical standards (Algera & Sink, 2002).

Berkowitz and Bier (2007), looked at developing students character behavior in K-12 initiatives and identified 109 research studies that determined that 69 of them provided scientifically sound research that 33 of the character education programs were effective. This is an overall success rate of 51%. In just over half the studies, positive change was found to result from the character education program studied.

Furthermore, research states that simply teaching character education cannot guarantee that students' character or behaviors will change because of the numerous other factors that play a role in students' decision-making processes. These include parental influences, family life, learning environment, adult mentors, individual student maturity, peer pressure, social class, and the values embedded in American culture.

The lack of parental support continues to surface as a major issue regarding the effectiveness or ineffectiveness of character education. For any program to be effective, it must be supported by the parents. "This leads teachers to be concerned that if teachers challenge students on controversial issues and parents become involved teachers will receive little if any support from the administration" (Romanowski, 2005, p. 16).

In addition to the support of parents, character education needs competent teachers of character. Teachers not only need to have character education training but also have significant field knowledge, general knowledge and pedagogical knowledge. These teachers offer a statistically significant increase in character comprehension due to attending in-service training and reading books on character education (Ulger, Yigittir, & Ercan, 2014).

Through character education programs, personal choices become more clear, purposeful and helpful to society and oneself. Character growth is a lifelong process of reflecting and personally learning, evaluating and flourishing. Educators should encourage students to do the "right" thing for the right reasons. Be modest, respect the truth, and claim no more than the evidence justifies. Be careful, because good tends to blind us to doing wrong so make sure there is reliable scientific research and sustained evaluation (Davis, 2003).

What do educators hope-young people are doing 20 years after graduation? What is the purpose of education? The center for Spiritual and Ethical Education (Streight, 2014) recently asked a hundred independent school administrators from across the United States to answer, in one sentence, the question “In your opinion, what is the purpose of education?” Here are some of their answers: “Preparation for college and the job market, informed citizenship, impacting the world in a positive way, passion for learning, life-long learning, developing one’s very best self, independent thinking and decision making” (Streight, 2014, p. 186).

The real reward for good character is the satisfaction we feel inside, the good choices we make, the challenges we overcome, the productivity and effort we demonstrate, the benefit we bring to others, the friendships we sustain, the greater learning we enjoy, and our life-long success. Humanity’s destiny is to create an enlightened civilization that has the wisdom to know right from wrong; is honest, trustworthy, fair and respectful, and has matured beyond hatred. Only excellent educator integrity and character, expressed in good deeds and demonstrated by moral educators, will take students there (Lumpkin, 2008).

CHAPTER III: APPLICATION OF THE RESEARCH

In *Narnian Virtues* (Pike, Lickona, & Nesfield, 2015), the authors argue that C.S. Lewis is relevant today but is often ignored as a 21st century character educator. Lewis's "Tao" is a Chinese term for the path and the order of the universe. Lewis shows why these universal guidelines are foundational for character education, whether in the school or home, and which help young people understand what is truly good and right and to live accordingly.

Lewis's Tao is designed around many varied cultures. He drew from the Australian Aboriginal, American Indian, Chinese, Old Norse and ancient Egyptian cultures, along with many great texts of different religions, cultures, and traditions around the world. The twelve Narnian Virtues depicted in Lewis's novels are: wisdom, love (including kindness), fortitude, courage, self-control, justice, forgiveness, gratitude, humility, integrity, hard work, and curiosity. The twelve virtues that are the themes for his books and writings originated in classical works ranging from the *Iliad* to *Beowulf*. The essential virtues Lewis proposes are the aim of character education and can be "found in cultures and religions around the world" (Pike, Nesfield & Lickona as cited in Lickona, 2015, p 72).

According to Lewis, our knowledge of the Narnian virtues needs to be nurtured. Nurturing young readers' ethical responses to the Narnia novels would be a viable way to deepen their understanding of virtues and aid their progress on the road to developing their character (Pike et al., 2015). The three Narnian movies and seven Narnian series novels contain the twelve universal virtues that were consistent with the Lewis's writings. These virtues were depicted in Lewis' novels *The Lion, The Witch and the Wardrobe*

(Lewis 1950) *Prince Caspian* (Lewis, 1951) and the *Voyage of the Dawn Treader* (Lewis, 1952) *The Silver Chair* (1953), *The Horse and His Boy* (Lewis, 1954) *The Magician's Nephew* (Lewis, 1955) and the *Last Battle* (Lewis, 1956),

The seven Narnian books were originally designed for 9 to 13-year-old young people and the Narnian land created by C.S. Lewis is a world that young readers can still relate to and enter. The main characters are the same age as those young people for whom the Narnian Virtues is designed. Peter is in his early adolescence and Susan is entering her teens. Their younger brother Edmund is ten and younger sister Lucy is eight. These four siblings find the world of Narnia through a magical wardrobe while playing a game of “hide-and-seek” at the country estate of a mysterious professor. Lucy, Edmund, Susan and Peter fight as normal siblings and constantly argue. The children discover a peaceful land inhabited by fauns, giants talking beasts and dwarfs. Edmund is greedy and betrays his brothers and sisters to the Witch. Peter and Susan are selfish because they want to rescue Edmund and go home. Yet, they end up accepting the challenge of battling against the witch to free Narnia from her tyranny. They develop courage and determination as they free the Narnians so they can thrive and prosper rather than live in fear. Peter, Susan, and Lucy learn generosity, gratitude, and forgiveness for Edmund. They learn friendship, self-sacrifice and courage, and the importance of doing the right thing even when they had to sacrifice.

The rationale for this unit started during the literature review research on secondary education and character education. The study and research of character

education is impossible without including the research and books written by C.S. Lewis. Lewis was a British writer, born in 1898 and held academic positions in English Literature at both Oxford University and Cambridge University. C.S. Lewis wrote seven books and three movies were produced based on his literature. He died in 1963. His books, movies and writing are still as relevant in 2020 as they were when they were originally written in the 1950's.

Purpose and Explanation of the Project

C.S. Lewis's writing, books and videos have been popular in English or ELA (English Language Arts) classes for decades. This application explores how teachers of other subjects could potentially integrate the character traits of C.S. Lewis in their classes. The following lesson design is an example of how to incorporate character education values into a Business Education, Computer Explorations Class. How do teachers make their business classes relevant, interesting and engaging? By combining a relevant character education book series into an iMovie Trailer design project, students were asked to learn the 12 Narnian traits and choose one to incorporate and add as a theme throughout their iMovie Trailer project. Students were asked to define in their own words the definition of the character trait they chose, how it was reflected in the Chronicles of Narnia book /movie series, and how they integrated it into their movie trailer.

Computer explorations and business teachers need to incorporate guided practice as they work with students and comment on each student's work. In the project described here, the teacher helped individual students understand how to use certain aspects of iMovie to make it more effective. Students researched various sources to find photos, video clips, and accurate story line details to design their Chronicles of Narnia - iMovie Trailers. These

programs included Quick Time Player, downloading JPEGs from Google, and learning how to take effective and clear screen shots and video recordings. As students worked on their iMovie trailers, students watched *The Lion, the Witch and the Wardrobe* movies in class or had an option to watch the entire movie outside of class or check out the C.S. Lewis books from the library.

Through daily discussions of the virtues and their daily discussions with their families to gain background knowledge, students became familiar with the meaning of the virtues and began to bridge connections with a specific character trait and where it was depicted in the Narnian movies. The students each needed a partner throughout the eight-week unit to talk to about the meaning of the character traits, help each other with design features of iMovie, how to use Quick-time player and many other endless questions.

Closure and reflection are very effective ways to see if students learn what you want them to learn. At the end of every class, teachers should spend the last five minutes talking to the students about their iMovie projects and what character trait they chose. Students can reflect and share with their partners about what went well today, what they could do better tomorrow, and what additional resources teachers could add to Google Classroom. The next day they could also discuss what would make their iMovie projects more efficient. Students' responses to the closure/wrap up also help guide the teacher's decisions about what next steps to take.

Successful teachers consider visual, auditory, kinesthetic, and tactile learning styles; the specific needs of gifted and talented students, special education students, and the various cultural backgrounds; as well as considering individual student interests, and behavioral support needs. Modifying the iMovie trailers to meet students where they were at encouraged

each of them to learn and grow at their own pace. I was always considering possible accommodations for special-needs students. Teachers need to be flexible with giving students extra time to finish Computer Explorations projects and to not forget to consider possible enrichment activities for students that finish early. One example from this reported project was that a group of students who finished early started to design their own music on Garage Band and incorporated it into their own iMovie design (not a trailer) titled, “How can I change the world?”

Intended Audience and Materials

Many middle school students have already read the Narnia books and watched the movies inspired by C.S. Lewis beginning in 3rd grade. Combining a character education book series around learning how to design an effective iMovie Trailer is an ideal 8th grade capstone project for Computer Explorations. Students will be able to:

- learn about and grow in their understanding of the 12 Narnian virtues or character traits
- learn to design movie trailers focusing on one specific Narnian character trait.

This unit idea is an excellent example of how teachers can continue to reflect on and look for new ideas when it comes to finding interesting curriculum engaging and relevant.

To gather background knowledge, students were asked to dream about being a Disney movie trailer designer. Did they have any experience with watching movie trailers? What were their favorite movie trailers? Students were asked to talk to their families about their favorite movies and watch two movie trailers together. A thorough discussion of how they chose their favorite movie trailers and why welcomed students

into their learning environment. Students watched the movie trailer for *The Lion, the Witch and the Wardrobe* movie by C.S. Lewis. Students observed the professionalism, sound, and quality of the Disney trailer, video clips, colors, music, and design, resources that a teacher would need.

Resources that a teacher would need

To successfully plan and implement this lesson idea, teachers would likely need to purchase, read the C.S. Lewis books and watch the *The Chronicles of Narnia, Prince Caspian and The Voyage of Dawn Treader* Disney movies. They will need access to Mac Computers with the capabilities to install iMovie software and internet access as well as a computer lab classroom with the ability to lecture, conduct software demonstration, utilize audio-visuals such as You Tube, Power Point Slides and room for instructor led discussions.

Sustainability

School administrators are continually encouraging their teachers to create creative, engaging, relevant curriculum. The Narnian project could be implemented in any middle school that is interested in character education and teaching students how to use new and emerging media such as iMovie. C.S. Lewis's novels are classic literary works that demonstrate that virtues transcend cultural and generational differences all over the world.

Business Education Lesson Plan

Business Teacher: Dawn Brommer

Class Name: Computer Explorations

Length of Unit: 20 lessons of 45 min each.

Grade Level: 8

Learning Target: Explore current and emerging digital media using the iMovie program and Chronicles of Narnia character trait curriculum.

Objectives:

Students will be able to research and design a 1 minute iMovie trailer. Students will evaluate and highlight in their trailer one of the twelve Narnian character traits to promote the Disney childhood classic Chronicles of Narnia book and video series written by C.S. Lewis. Students will increase their knowledge and application of the virtues in their own lives;

Students will be able to:

- discuss in pairs the character trait they chose, which character portrayed that trait, and where this trait was depicted in the books or movies.
- discuss and write about why they chose this trait and how it is evidenced in their lives or the lives of others.
- view the movie titled, “The Lion, the Witch and the Wardrobe” by C.S. Lewis and take screen recordings to use in the iMovie trailers.

Vocabulary List: Narnian Virtues and Definitions

The expectation is that by the end of the 8 weeks students will be able to define each of the vocabulary words and be able to discuss and write about why those chose this trait and how it was depicted in their iMovie trailer.

- Wisdom-Exercising good judgment, discerning what is true and good and choosing the best course of action.
- Love-Acting selflessly for the good of another, without seeking recognition or reward; putting interests of others ahead of our own; willingness to sacrifice for the sake of another, doing good for others by being kind, caring, generous and loyal.
- Fortitude-Doing what is right and necessary in the face of difficulty; the mental and emotional strength to handle hardship, deal with disappointment, overcome obstacles and endure suffering, exhibiting qualities such as confidence, courage, patience, perseverance, endurance, and resilience when challenging circumstances demand them.
- Courage-Overcoming fear when facing physical danger or social pressure to do what’s wrong.

- Self-Control- Self-restraint, the mastery and moderation of one's desires, emotions, impulses and appetites, resisting temptation, delaying gratification in order to achieve a higher goal.
- Hard-Work (Diligence)-Making a strong or determined effort to get a job done or achieve a goal.
- Justice-Treating others as they deserve to be treated, fairness, and impartiality.
- Forgiveness-Letting go of anger or resentment toward others who have caused one injury of some kind, even while holding an offender accountable for his action.
- Gratitude-Feeling and receiving thanks for benefits received.
- Humility-Being aware of one's strengths and shortcomings, admitting and correcting flaws and failures, being free from pride and arrogance.
- Integrity (including honesty)-Sticking to and standing up for moral principles, following one's conscience, being honest with oneself and others.
- Curiosity-Being inquisitive, exhibiting the desire to learn or know something.

National Standards for Business Education, MN Business and Marketing Frameworks, or the MN Academic Standards VIII Digital Media: Achievement Standard: Use and create digital media. Level 1-2 Performance Expectations. Explore current and emerging digital media.

Assessment

- Pre-Test Narnian Character Traits on the vocabulary terms (Google Forms)
- Post-Test Character Traits on the vocabulary terms and reflection on the character trait they chose and how it was depicted in the movie. (Google Form)
- Observation-walking around to see if students are completing the assignment correctly as a formative and informal assessment.
- Grading the iMovie trailers and watching student presentations (these are examples of summative assessments that are formal)
- An oral or written reflection on the character concepts taught in the lesson (this is summative and formal)
- Rubrics – Video Design and Oral or written reflection

Prior Knowledge / Building Background/ Previous Learning (Anticipatory Set)

Prior to the start of the unit activities, students will be asked to dream about being a Disney movie trailer designer. Did the students have any experience with watching movie trailer's? What were their favorite movie trailers? They were asked to talk to their families about their favorite movies and watch two movie trailers together. We discussed-several trailers from their favorite movies that we watched during the first 10 minutes of class. Students then watched the trailer for the Lion, the Witch and the Wardrobe movie by Disney based on C.S. Lewis books.

Students were guided by the teacher through demonstrations via discussions, YouTube videos and hands-on demonstrations so they could become independent and work without help.

Closure is a way to see if students learned what teachers wanted them to learn. At the end of every class, spend the last 5 minutes talking to the students about their iMovie projects. Give them time to reflect and share what went well today, what they could do better tomorrow and what additional resources teachers could add to Google Classroom or discuss tomorrow that would make their projects more efficient. Students' responses to the closure/wrap up help guide the teacher's decisions about what next steps to take.

Differentiated Instruction

Teachers will need to consider visual, auditory, kinesthetic and tactile learning styles, gifted and talented students, special education students, various cultures, student interests, and students with behavioral problems. Accommodations for special-needs students and high achievers. Modify the iMovie Trailers to meet students where they are at and encourage them to learn and grow at their own paces by shortening the assignment or giving more time. Possible enrichment activities include designing their own music on Garage Band and incorporated it into their own iMovie design (not a trailer) titled, "How can I change the world? Designing an iMovie will be more challenging for high achievers than simply designing an iMovie trailer.

Daily Business Lesson Plans Detailed – 20 Units - 46 Minute Lessons

Learning Target: I can explore current and emerging digital media.

Daily Class Routine: Timeframe 20 46- minute classes over 8 weeks.

Daily character trait discussion

Visual slide definitions

Discuss with their partners what they learned from their family discussion the evening before on that specific character trait

Watch segments of the Chronicles of Narnia movie during class.

Design their 1 Minute iMovie Trailer

Daily Wrap Up Discussion - how that character trait was evidence in the movie and also how it was depicted in our lives or the lives of others.

Day 1) Take the pre-test on Google Forms - definitions of character traits.

Partner activity – Look up definitions, discuss and complete Google form.

Wisdom, Love, Fortitude, Courage, Self-Control, Hard-Work, Justice

Forgiveness, Gratitude, Humility, Integrity, Curiosity

Discuss Project: Give students example of what an A, B, C, D & F project will look like.

Develop a 1 minute iMovie Trailer based on the book and movie series

Watch Chronicles of Narnia trailer: <https://www.youtube.com/watch?v=pYcGFLgJ8Uo>

Wisdom – Exercising good judgment, discerning what is true and good and chooses the best course of action.

You are a newly assigned Graphic Designer for the Disney Marketing Team: Movie Trailer Designer. You are all tasked with re-designing and introducing a 1 minute, iMovie Trailer to promote the Disney childhood classic Chronicles of Narnia book / videos series written by C.S. Lewis. Please use one of the character traits from the Chronicles of Narnia movie. Think about how are you going to incorporate one of the traits into your movie trailer? Talk & Discuss with your partner.

Chronicles of Narnia Movie:

<https://docs.google.com/file/d/0B4q0YpQnFNT3YWV4VU9JbVVKbVU/view>

To learn more about how to create an iMovie Trailer:

<https://www.youtube.com/watch?v=OhV6s3K1zz0>

Day 2) Love - Acting selflessly for the good of another, without seeking recognition or reward; putting interests of others ahead of our own; willingness to sacrifice for the sake of another, doing good for others by being kind, caring, generous and loyal.

It is important to always cite your sources. Let's start getting in the habit of giving people credit for their photos, music, blogs etc. that you use in your projects.

<https://www.youtube.com/watch?v=QAeOHU2maOg>

What is copyright? The exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.

Day 3) Fortitude - Doing what is right and necessary in the face of difficulty; the mental and emotional strength to handle hardship, deal with disappointment, overcome obstacles and endure suffering, exhibiting qualities such as confidence, courage, patience, perseverance, endurance, and resilience when challenging circumstances demand them.

Why QuickTime Player? How to use QuickTime Player to record clips.

https://www.google.com/search?q=how+to+use+quicktime+player&oq=how+to+use+&qs=chrome.0.69i59j69i57j69i59j0l5.2781j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#kpvalbx=_jeZTXtrSB4qMsQXtuITYCA31

For Lessons 4-12: How does the learning happen throughout these 9 learning segments. I did not want to bore the students so I developed engaging, relevant daily lessons. Students have to talk about the character trait and its implications, but they also have to see the behaviors modeled by the people in their daily environment. Periodic discussions on why this behavior is important. Students are required to get daily background knowledge from their parents to share in class. I show really fun videos on each topic to get the students thinking about it before they meet with their partner. For example, in the category of respect, students help to improve the appearance of school property. This behavior relates to “respect for property.” Peer enforcement of behaviors is one of the main features JROTC program (Bulach, 2002). Data from the eleven principles survey would allow school officials to determine how well their character education program is being implemented and whether their behavior curriculum is affecting students behaviors. (Formative Assessments)

Day 4) Courage - Overcoming fear when facing physical danger or social pressure to do what’s wrong.

Day 5) Self-Control- Self-restraint, the mastery and moderation of one’s desires, emotions, impulses and appetites, resisting temptation, delaying gratification in order to achieve a higher goal.

Day 6). Hard-Work (Diligence) - Making a strong or determined effort to get a job done or achieve a goal.

Day 7). Justice - Treating others as they deserve to be treated, fairness and being impartial.

Day 8). Forgiveness - Letting go of anger or resentment toward others who have caused one injury of some kind, even while holding an offender accountable for his action.

Day 9). Gratitude - Feeling and receiving thanks for benefits received.

Day 10) Humility - Being aware of one's strengths and shortcomings, admitting and correcting flaws and failures, being free from pride and arrogance.

Day 11) Integrity (including honesty) sticking to and standing up for moral principles, following one's conscience, being honest with oneself and others-

Day 12) Curiosity - Being inquisitive, exhibiting the desire to learn or know something.

For class periods, 12-20 students work at their own pace designing their iMovie trailers. These classes all varied depending on where students were at on their project and each student assessed himself or herself against the rubric.

Take the post-test on Google Forms - definitions of character traits.

Partner activity – Define definitions, discuss and complete Google form.

Wisdom, Love, Fortitude, Courage, Self-Control, Hard-Work, Justice

Forgiveness, Gratitude, Humility, Integrity, Curiosity

Differentiation: Extra time to catch up for students that were absent or needed more help on the initial assignment – iMovie Trailer w/character trait.

Advanced Students that finished early. Taught them how to use Garage Band to design their own music for the advanced project. A unique 3 minute iMovie. Topic: How can I change the world?

Garage Band Instructional Video:

https://www.google.com/search?q=how+to+use+garage+band+instructional+video&oq=how+to+use+&aqs=chrome.69i59l2j69i57j69i59j0l4.2490j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#kpvalbx=_dDJZXsjxO5HcswXAlpO4Cw31

Assessment – Rubric
Chronicles of Narnia Character Trait Trailer Design

| | Excellent | Above Average | Average | Below Average | Incomplete | |
|---|---|--|--|--|--|-------------------|
| | 150 Points Possible | 125 Points Possible | 100 Points Possible | 75 Points Possible | 50 Points Possible | Total Points /150 |
| iMovie Video Design (50 Points) | Fully utilized all iMovie Trailer features and used crisp clear photos and video recordings using Quick-Time Player. All spots were | Had some blurry pictures and videos but overall was well designed and the trailer was about 75% complete. | Left over 50% of the design spots of the trailer empty, spotty design, didn't flow well but gave some effort in design. | Over 75 % of the spots are empty showed minimal effort, didn't care about design or about quality of work. | Barely made an effort, a few spots complete. | Teacher Comments |
| Character Trait was one of 12 Narian Virtues and was depicted accurately by definition. (50 Points) | Thoroughly discussed and wrote about the trait they chose and how it's evidenced in their lives or the lives of others. 500 words (1 page) | 300 word discussion was above average but not of the highest quality. | 250 word discussion was ok, average and nothing special. Didn't discuss how the trait was evidenced in their lives or the lives of others. | 200 words had many incomplete sentences that were not well written. | Less than 200 words, gave very little effort and wasn't complete. | |
| Oral Group Presentation (50 Points) | Presentation was well articulated and covered how that character trait was evidence in the movie and also how it was depicted in the lives or the lives of others. (2-3 minutes). | Presentation was above average but it covered the definition of the trait well but the group had trouble analyzing how well thought out it was evidenced in their lives or the lives of others. (1-2 minutes). | Presentation was average. It glanced over the trait and the connections of the character trait were not well established between their lives or the lives of others. | Presentation was below average and missed a few key points. 1 ½ minute or less, group was not prepared. | Less than 1 minute, gave very little effort in their presentation. Less than 1 minute. | |

CHAPTER IV: DISCUSSION AND CONCLUSION

Summary

It all begins with caring relationships. When this author was five years old, her grandma used to hold up her finger and sing, “This little light of mine, don’t let Satan” puff it out.” Grandma had a beautiful light spirit that made people laugh and feel hopeful.

In our schools, relationships between students, students to adults, and adults to adults are the key to building effective, respectful, and truly transformation character education programs. Educators refer to this as “ordinary magic” (Lickona, 2014).

Character development takes time and has to be worked at and cultivated so that every human being thrives through developing in the areas of intellectual, moral, civic and performance virtues. These four forms or categories of personal character define what it means to be a competent, ethical, engaged and effective adult member of society. How are these character traits developed and applied to students in secondary education?

According to the review of literature on this topic the following character traits appear to be some that can be developed in secondary years of school that will have positive impacts on students: hope, forgiveness, gratitude, humor, appreciation and honesty. The character trait of hope is an especially powerful aspect of these character trait for teenagers and the challenges they face (Kabaici, 2019).

Hope, together with four additional dimensions of character, should be developed at the secondary level. These are intellectual, moral, civic and performance character. Intellectual character includes the habits of mind, patterns of thoughts and general dispositions toward thinking oriented pursuit (Ritchhart, 2002). Moral character is often

defined as a list of virtues. Educators can help students gain the cognitive capacity to think deeply and clearly about moral issues and principles (Lumpkin, 2008). A strong moral character also involves a passion for the public good or civic character. Civic character includes student vote programs, project citizen programs, student voice programs (Lin, 2015). Performance character refers to the foundational personal qualities that enable an individual to accomplish intentions and goals. Students take pride in what they do and seek to make it the best that it can be (Shields, 2011).

After reading and studying 25 research-based articles on character education in secondary education, the following character traits were themes that emerged from the research: honesty, caring, respect, responsibility, curiosity, fairness, integrity, perseverance, self-control, citizenship and justice. Stiff-Williams (2010) believes that character education can be integrated naturally with and taught alongside any states standards-based curriculum through the use of decision filters.

One program called Developing Safe and Civil Schools (DSACS) has helped thousands of schools implement effective character development. Effective character education programs tend to utilize multiple strategies including: professional development, interactive teaching strategies, direct teaching strategies, family/community participation, modeling/mentoring, classroom behavior management, schoolwide strategies and community service / service learning (Berkowitz, & Bier 2007).

The real reward for good character is the satisfaction we feel inside, the good choices we make the challenges we overcome, the productivity and effort we demonstrate, the benefit we bring to others, the friendships we sustain, the greater learning we enjoy, and our life-long success (Lumpkin, 2008).

Professional Application

Traveling and visiting Finland's educational system with my Bethel University cohort was an inspirational global travel experience. Finland inspired my writing and topic for my MA Thesis research on character education. How could I design and apply engaging, relevant and creative character education curriculum in the local computer explorations middle school classrooms in Anoka, MN. I was captivated by one of the first research papers that I read on Narnian Virtues by C.S. Lewis. C.S. Lewis inspired me to design a special business lesson plan and write an application chapter for my thesis. As a business teacher, I taught the students how to design iMovie trailers and each student integrated one of the 12 Narnian character traits into their specific trailers.

Limitations of the Research

The first research search idea was "ethics" in "education." The first search for "ethics" pulled up over 20,000 peer reviewed research articles. I started to exclude some by date but it still ended up with 15,000 plus. I ended up removing ethics and narrowed the search to "character education" and "secondary education." I was pleasantly surprised with the research that I found, several authors write in depth about specific topics on character and secondary education. As I was researching and reading, I realized that I didn't just want "good" enough articles, I wanted really good research articles that had broad "themes" for my research. I came across several that had been peer reviewed, had significant research studies and were focused on my thesis topic such as learning about adding character traits to standards based grading and the Narnian virtues by C.S. Lewis..

Implications for Future Research

Assessment is an area that I saw very little long-term research on. How effective was the character development program? How would it be studied 20 years after leaving school? How do we know if our character education programs are effective long-term in five, ten or fifteen years from when the initial program was implemented? Do character education programs provoke the change we are interested in seeing in our society?

Another really important area for future research would be for curriculum educators to research and pair curriculum standards with character education traits that have been proven to provoke change in students over time. These virtues that would need to be paired with curriculum standards will need to include; wisdom, love, fortitude, courage, self-control, justice, forgiveness, gratitude, humility, integrity, hard work, curiosity and many more as talked about throughout this paper.

What character traits would need to be developed to support these eight promising practices? Eight promising practices identified as strengths of character that are considered integral to implement in secondary schools by many experts that include students becoming lifelong learners and critical thinkers, diligent and capable performers, socially and emotionally skilled students, ethical thinkers, respectful and responsible moral agents, self-disciplined person who pursues a healthy lifestyles, contributing community members and democratic citizen and spiritual person engaged in crafting a life of noble purpose (Lickona & Davidson, 2005 as cited in Schwartz, Beatty & Dachinowicz, 2006).

Conclusion

School administrators are continually encouraging their teachers to design creative, engaging and relevant curriculum. The Narnian project could be implemented in any middle school that is interested in character education. C.S. Lewis's novels are classic literary works that demonstrate that Narnian virtues transcend cultural, time and generational differences all over the world.

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