OBJECTIVE: To develop responsible and caring behaviors based on character education principles

VOCABULARY: values, empathy

INTRODUCTION: “Almost all middle school students know the difference between right and wrong, but many still may choose to do the wrong thing. Good character is about knowing what is right, wanting to do what is right and then, most importantly, doing the right thing. If we want to do what is right, and create a nonviolent world, it is important to consider core values, the qualities that lead to peaceful and respectful behaviors. Let’s read Core Values (S-27) and see if we can discover how these ideas are used in your lives.”

ACTIVITIES: In a large group, read S-27. Define, discuss, and give examples of core values. “Let’s look at these definitions.” Elicit examples and comparisons to the values they had as little children, with predictions of what they might value in the future. After discussing the core values, ask students to give examples of behaviors that demonstrate each one. Possible responses:
- Citizenship: Working together on a fundraiser and voting on the tasks and responsibilities
- Fairness: Letting your brother watch his favorite television show, even though you may not feel like watching it
- Honesty: Returning the $10 bill you found in the laundry
- Integrity: Telling your friends to stop talking behind a person’s back, even if you are not close friends with that person
- Kindness: Teaching your sister how to care for her new hamster
- Respect: Using good manners (please and thank you) with the clerk in the store, even though you believe that she was rude
- Responsibility: Contributing your share of the work in a group project
- Pursuit of Excellence: Trying your very best, all the time, in the class that you can’t stand

“Let’s discuss the tools for peacemaking, empathy and self-control.” After discussing the tools, ask students to give examples of behaviors that demonstrate each one. Possible responses:
- Empathy: Even though you don’t agree with your friend, trying to your best to understand why she feels the way she does
- Self-control: Not making fun of your friend when he trips running up the stairs.

After completing the discussion questions below, instruct students to go into their villages and analyze the situations on pages S-28 and S-29. Challenge them to identify the core values demonstrated in the boxes. (There can be more than one core value per situation)

DISCUSSION: How do the core values demonstrate the Rules for Fighting Fair? How do empathy and self-control make us feel good about ourselves and others?

CLOSURE: “We use core values to create peace.”

JOURNAL STARTER: A time I demonstrated my belief in a core value was...
By this point in time, you know the difference between right and wrong. However, that doesn’t mean you always do the right thing. For a lot of reasons, it is sometimes easier to do the wrong thing.

To do the right thing, especially when it’s not easy, takes good moral character. To have a good character, you have to decide upon and own what you consider to be important values. Core values are the qualities you have that allow you to treat others — and yourself — in a way that promotes good. Here are some core values that promote a nonviolent world:

- **Citizenship:** Helping to create a society based upon democratic values such as equal opportunity, checks and balances, and democratic decision-making.
- **Cooperation:** Working together to accomplish goals.
- **Fairness:** Treating people equally and justly.
- **Honesty:** Being truthful; not cheating, lying or stealing.
- **Integrity:** Standing up for your beliefs about what is right and wrong, and resisting pressure to do the wrong thing.
- **Kindness:** Showing thoughtfulness and concern; being gentle with all living things.
- **Respect:** Showing regard for oneself, for other people, for the environment and all life forms.
- **Responsibility:** Being accountable for your actions.
- **Pursuit of Excellence:** Trying your hardest and doing your very best.

Before you can put these core values to work, however, you must have two important tools: **empathy** and **self-control**. These tools help you to become a capable, competent and confident peacemaker. Empathy is the ability to see, feel, and understand the world from another person’s point of view. Self-control is being able to control our words and behavior that might hurt another person. Empathy and self-control help us live by the core values.
I'm not going to cheat—it's wrong!

I'm a member of my student paper's staff.

This new computer program is hard to learn, but I think it will pay off in the future.

My friend isn't very good at roller skating, but I don't make fun of her.

I always return library books on time.

I show regard for my environment by recycling.

My mother offered to pay me and my sister to clean the house. My sister did most of the work, so I told my mom to give her most of the money.
**MATCH THE EXAMPLES TO THE CORE VALUE(S):**

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<thead>
<tr>
<th>Core Value</th>
<th>Letter(s)</th>
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<tbody>
<tr>
<td>1. Citizenship</td>
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<td>2. Fairness</td>
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<td>3. Honesty</td>
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<td>7. Respect</td>
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<td>8. Responsibility</td>
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<td>9. Cooperation</td>
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**FIND THE TOOLS**

<table>
<thead>
<tr>
<th>Peacemaking Tool</th>
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<tbody>
<tr>
<td>1. Empathy</td>
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<tr>
<td>2. Self-control</td>
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I help my parents by baby-sitting my little sister.

I volunteer at my local hospital and bring flowers to sick patients.

I remember when I was the “new kid,” so I took the time to call a new person in my class and make him feel welcome.

A girl left her radio on the bus. I could have kept it, but I decided to give it back to her the next day.

I hate doing the laundry, but I like clean clothes.