



## *The Heart of the Matter* *Character and Citizenship Education in Alberta Schools*

### Workshop Facilitator Guide

Alberta Regional Professional Development Consortia  
Edmonton Regional Learning Consortium  
Alberta Education

This workshop facilitator guide provides a set of tools for implementing a character and citizenship education initiative within a school and/or district setting, based on the Alberta Education resource *The Heart of the Matter: Character and Citizenship Education in Alberta Schools*.

The goals of the workshop materials are to:

- develop and deepen understandings of character and citizenship education based on *The Heart of the Matter* resource
- explore approaches and ideas for facilitating conversations that increase awareness and understandings of character and citizenship education approaches in school and district settings
- identify needs, and apply strategies and approaches to implement and/or strengthen school culture in relation to character and citizenship education initiatives.



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These two-day learning opportunities are offered between January and May 2006. Information about ongoing professional development sessions can be accessed by visiting the Web site of the regional consortium in your area.

Alberta Regional Professional Development Consortia exist in six regions of the province:

- Calgary Regional Consortium at [www.crcpd.ab.ca/](http://www.crcpd.ab.ca/)
- Central Alberta Regional Consortium at [www.carc.red-deer.com/](http://www.carc.red-deer.com/)
- Edmonton Regional Learning Consortium at [www.erc.ualberta.ca](http://www.erc.ualberta.ca)
- Learning Network Educational Services at [www.learning-network.org](http://www.learning-network.org)
- Northwest Regional Learning Consortium at [www.nrlc.net](http://www.nrlc.net)
- Southern Alberta Professional Development Consortium at <http://people.uleth.ca/~sapdc/>

For further information about these workshop materials, contact the Edmonton Regional Learning Consortium at 780-492-5339 or e-mail at [erc@ualberta.ca](mailto:erc@ualberta.ca).

Materials from these workshops can be adapted for use at school- or jurisdiction-level inservicing.

## Introduction

This workshop facilitator guide for *The Heart of the Matter: Character and Citizenship Education in Alberta Schools* is organized into five sections, or steps. Each step features a variety of strategies and activities to use for supporting the establishment, maintenance and evaluation of a character and citizenship education initiative. The steps are:

- Step 1: Build a Foundation
- Step 2: Think about Implementation
- Step 3: Assess Needs and Priorities
- Step 4: Build Capacity
- Step 5: Infuse Character and Citizenship Education.

The goals of the workshop materials are to:

- develop and deepen understandings of character and citizenship education based on *The Heart of the Matter* resource
- explore approaches and ideas for facilitating conversations that increase awareness and understandings of character and citizenship education approaches in school and district settings
- identify needs, and apply strategies and approaches to implement and/or strengthen school culture in relation to character and citizenship education initiatives.

Strategies for working with *The Heart of the Matter* are presented in two formats.

- **Explore** and **Discuss** items are based on material from *The Heart of the Matter*. The discussion notes are provided on slides, and questions are provided for group discussion and reflection.
- **Activities** provide hands-on opportunities for workshop participants to work with content and understandings from *The Heart of the Matter*. Handouts are provided for many of the activities.

A variety of strategies can be selected to create workshops that accommodate different time requirements and needs. The Overview Chart that follows provides a description of each strategy and the time suggested for each. The suggested times are estimates only. **Adapt and adopt the workshop materials—activities, discussion questions, handouts and slides—to best meet the needs and interests of those with whom you are working.**

This Workshop Facilitator Guide provides a number of discussion starters and activities. The discussion starters and activities are designed to be selected according to your purpose, and delivered in a number of different workshop settings or in a school staff setting over a number of months. The discussion starters and activities can be combined within a variety of time formats: from a couple of hours to multiple days, depending on the audience and needs. Appendix A, on pages 82–92, provides sample half-day, one-day and two-day time formats, and a workshop planning template.

## Overview Chart

Activity	Time	Page	Goals
<p><b>Step 1 - Build a Foundation</b>            Step 1 introduces participants to <i>The Heart of the Matter</i> and encourages them to explore understandings of character and citizenship education in the context of their own settings.</p>			
<p><b>Activity 1: Puzzling it over</b>            What does character and citizenship education look like?            This opening activity serves three purposes. It facilitates interaction among participants, provides an opportunity to explore understandings of character and citizenship education, and provides the facilitator with basic information about what the group already knows.</p>	15–20 minutes	13–15	1
<p><b>Explore 2: What is character and citizenship education?</b>            This discussion centres on building an understanding of the definitions of character and citizenship education as presented in <i>The Heart of the Matter</i>. It also provides participants with an opportunity to discuss their own goals for the workshop.</p>	20 minutes	16–17	1, 2
<p><b>Explore 3</b>            This discussion introduces the content and organization of <i>The Heart of the Matter</i>. The Table of Contents from the resource is used to present an advance organizer for the focus of the workshop and the use of the resource.</p>	5–10 minutes	18	1
<p><b>Activity 4: What is the difference?</b>            This activity helps participants explore and clarify the terms character education and citizenship education. Participants use a Venn diagram to consider how characteristics of character education intersect with and are different from characteristics of citizenship education.</p>	15–20 minutes	19–20	1, 3
<p><b>Explore 5: Relationship of character and citizenship education</b>            This discussion asks participants to reflect on their understandings of character and citizenship education, and introduces them to the continuum of character and citizenship education from <i>The Heart of the Matter</i>.</p>	20 minutes	21–22	1, 2

Activity	Time	Page	Goals
<p><b>Step 2 - Think about Implementation</b>            Step 2 asks participants to explore the purpose of character and citizenship education initiatives, and the range of approaches that can be used in starting to plan for implementation.</p>			
<p><b>Explore 6: Key elements of implementation</b>            This discussion introduces participants to the central purpose of any character and citizenship education initiative, ensuring that it reflects a commitment to improving school and community culture. It sets the stage for the jigsaw group research that follows.</p>	10 minutes	23	2, 3
<p><b>Activity 7: Jigsaw group research</b>            This activity focuses on Chapters 1 and 3 of <i>The Heart of the Matter</i>. It provides an opportunity for participants to share key ideas about elements that influence implementation of character and citizenship education initiatives, using a cooperative jigsaw approach.</p>	45 minutes	24–26	1, 3
<p><b>Explore 8: Choosing approaches and developing strategies</b>            This discussion provides participants with the opportunity to explore key questions related to the purpose of effective character and citizenship education initiatives. Participants are encouraged to consider what makes character and citizenship education initiatives effective and meaningful to local settings.</p>	20 minutes	27–28	1, 2
<p><b>Activity 9: Exploring approaches</b>            This activity introduces several approaches and programs that Alberta teachers can use in their schools to support character and citizenship education. Participants analyze various approaches in order to reflect on their focus and decide which may be most appropriate for the purposes of their character and citizenship education initiatives.</p>	30 minutes	29–30	3

Activity	Time	Page	Goals
<p><b>Step 3 - Assess Needs and Priorities</b>            Step 3 focuses participants on assessment of character and citizenship education initiatives as an important step in making decisions and establishing a plan for implementation.</p>			
<p><b>Explore 10: Assessment</b>            This discussion introduces participants to processes involved in assessment of character and citizenship education initiatives. Participants examine and discuss a sample assessment workplan provided in <i>The Heart of the Matter</i>.</p>	20 minutes	31–32	1, 2
<p><b>Activity 11: Building an assessment focus</b>            This activity encourages participants to explore various approaches to developing an assessment focus. Participants mind map key points around different topics relating to assessment of character and citizenship education initiatives. This activity provides a basis for starting to make decisions about developing an assessment plan.</p>	30 minutes	33–34	1, 3
<p><b>Activity 12: Developing an assessment plan</b>            This activity provides an opportunity for participants to establish a plan that sets guidelines for assessing components or elements of a character and citizenship education initiative.</p>	30 minutes	35–36	3

Activity	Time	Page	Goals
<p><b>Step 4 - Build Capacity</b>            Step 4 asks participants to explore various aspects of the school community that build capacity for effective character and citizenship education initiatives. Building capacity involves initiating character and citizenship education initiatives in the context of school culture, developing leadership capacity, and involving parents and the community.</p>			
<p><b>Explore 13: School culture</b>            This discussion provides an opportunity for participants to explore the important relationship between character and citizenship education initiatives, and school culture. Participants can use the school cultural audit tool provided in <i>The Heart of the Matter</i> to assess their own school's culture.</p>	10–20 minutes	37	1, 2
<p><b>Activity 14: School culture</b>            This activity asks participants to respond to questions in the school cultural audit tool and explore how their beliefs about teaching and learning can inform choices they make about approaches to character and citizenship education initiatives.</p>	30–40 minutes	38–41	3
<p><b>Explore 15: Leadership capacity</b>            This discussion asks participants to reflect on ways that school communities can build leadership capacity with all members.</p>	10 minutes	42	2, 3
<p><b>Activity 16: Leadership capacity</b>            This activity asks participants to consider statements from <i>The Heart of the Matter</i> that reflect effective leadership, and discuss how each statement can be important to character and citizenship education initiatives.</p>	20–30 minutes	43–44	3
<p><b>Explore 17: Parent involvement</b>            This discussion focuses on approaches to parent involvement in character and citizenship education initiatives.</p>	10 minutes	45–46	2
<p><b>Activity 18: Involving Families Checklist</b>            This activity asks participants to use the Involving Families Checklist from <i>The Heart of the Matter</i> to reflect on their understanding and practices regarding family involvement with character and citizenship education initiatives. Participants then select three major strengths and three areas to work on.</p>	20 minutes	47–48	3
<p><b>Explore 19: Community partnerships</b>            This discussion asks participants to explore and discuss ways that school–community partnerships can support and build capacity for character and citizenship education initiatives.</p>	10 minutes	49	2, 3

Activity	Time	Page	Goals
<b>Step 4 - Build Capacity (cont'd)</b>			
<p><b>Activity 20: School partnerships continuum</b>  This activity provides participants with the opportunity to develop strategies to support and strengthen school–community partnerships.</p>	20 minutes	50–51	3
<p><b>Activity 21: Start an action plan</b>  This activity supports participants in considering critical elements and influences within their school communities prior to action planning. Tools are provided for assessment and action planning for character and citizenship education initiatives.</p>	30–60 minutes	52–57	1, 2, 3

Activity	Time	Page	Goals
<p><b>Step 5 - Infuse Character and Citizenship Education</b>            Step 5 asks participants to explore ways that character and citizenship education initiatives can be infused throughout the school community, and through curriculum, co-curricular and extracurricular activities, resources and instructional strategies.</p>			
<p><b>Activity 22: Story cards</b>            This activity provides participants with the opportunity to explore experiences of schools and teachers in implementing character and citizenship education initiatives, and reflect on the successes and benefits of these initiatives.</p>	30 minutes	58–59	2
<p><b>Activity 23: Developing indicators</b>            This activity refocuses participants on aspects of school culture that support and help develop character and citizenship education initiatives. The activity helps participants consider how the important attributes of safe and caring schools can reflect actions, behaviours and attitudes of students. They will use the Alberta-based attributes of a safe and caring school to consider how indicators can provide a tool for assessing and developing character and citizenship education initiatives.</p>	30 minutes	60–62	3
<p><b>Activity 24: Focus on bullying prevention</b>            Many schools identify bullying as an issue. Effective character and citizenship education initiatives work to establish positive school cultures where bullying is less likely to occur. This activity focuses participants on Chapter 9 of <i>The Heart of the Matter</i>, which provides concrete information and strategies that can assist schools in addressing the issue within their character and citizenship education initiatives.</p>	30 minutes	63–64	1, 3
<p><b>Explore 25: Infusing across subject areas</b>            This discussion provides participants with an opportunity to start to explore ways that character and citizenship education can be infused across subject areas.</p>	10 minutes	65–66	1, 2
<p><b>Activity 26: Big ideas</b>            This activity provides an opportunity for participants to make connections between big ideas that support and integrate character and citizenship education initiatives, and curriculum. Participants explore some of the big ideas that recur in character and citizenship education. Regardless of what grade levels or subjects are taught, teachers can find ways to infuse these big ideas across the curriculum.</p>	25–60 minutes	67–68	3

Activity	Time	Page	Goals
<b>Step 5 - Infuse Character and Citizenship Education (cont'd)</b>			
<p><b>Explore 27: Meaningful student involvement</b> This discussion focuses participants on student involvement in character and citizenship education initiatives. Participants are asked to reflect on different levels of student involvement, from nonparticipation to student-initiated, shared decision making.</p>	15 minutes	69–72	1, 2
<p><b>Explore 28: Choosing resources</b> This discussion provides an introduction to the importance of selecting resources to support character and citizenship education initiatives. It asks participants to reflect on ways that resources support approaches on the character and citizenship education continuum.</p>	10 minutes	73	1, 2
<p><b>Activity 29: Picture it!</b> This activity asks participants to create an analogy for character and citizenship education that is connected to the story, images, concepts or ideas in a picture book. The activity also reinforces the value of using literature to support and enrich character and citizenship education initiatives.</p>	10–30 minutes	74–76	3
<p><b>Explore 30: Instructional strategies</b> This discussion introduces participants to the range of instructional strategies that support character and citizenship education initiatives.</p>	10 minutes	77–78	1, 2
<p><b>Activity 31: Carousel of instructional approaches</b> This activity provides participants with the opportunity to work cooperatively in a carousel brainstorming format to create lists of instructional approaches, strategies and activities that support and reinforce character and citizenship education initiatives. This activity also provides a whole group product that can be taken away from the workshop.</p>	50 minutes	79–80	3
<p><b>Explore 32: Sustainability</b> This discussion focuses participants on the issue of sustainability. It leads into a discussion about obtaining commitment to ongoing professional development to sustain character and citizenship education initiatives.</p>	10 minutes	81	1, 2

**Note:** Appendix A, on pages 82–92, provides sample half-day, one-day and two-day time formats, and a workshop planning template.



## Step 1 - Build a Foundation

**Note: Slides 1 to 6** provide an introduction to, and overview of, the workshop.

### Activity 1: Puzzling it over

What does character and citizenship education look like?

This opening activity serves three purposes. It facilitates interaction among participants, provides an opportunity to explore understandings of character and citizenship education, and provides the facilitator with basic information about what the group already knows.

#### Time

- 15–20 minutes

#### Resources

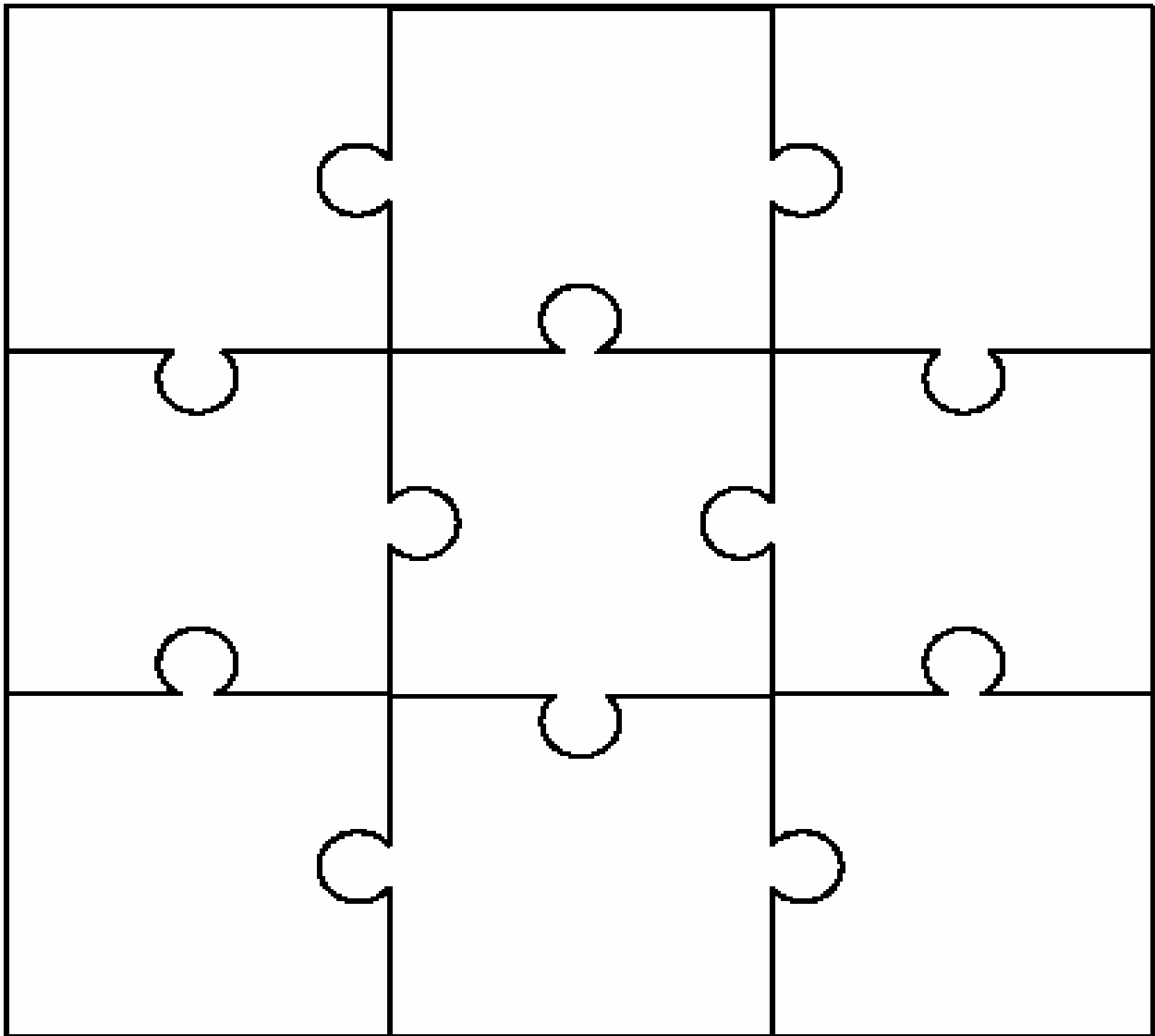
- Handout 1: Puzzle OR provide a jigsaw puzzle for each group (*There are a few options for creating the puzzles for this activity. If you can obtain simple, inexpensive jigsaw puzzles, have participants write their ideas using the backs of the puzzle pieces or spray the puzzle pieces with white spray paint to create a surface that participants can write on. Puzzle pieces can be placed in zippered plastic bags to distribute to each table group. Cardstock could also be provided for each table group to place puzzle pieces on to allow puzzles to be traded with another group.*)
- Participant Guide, pages 4–5
- Slide 7

#### Process

- Have groups introduce themselves to each other. If table groups consist of school teams, have each table introduce themselves to the whole group.
- Provide each group with a puzzle. If Handout 1 is used for the activity, have participants work together to brainstorm ideas to fill in all the puzzle pieces at their tables. If actual jigsaw puzzles are used, distribute puzzle pieces among group members.
- Ask groups to brainstorm ideas in response to the question, “What does character and citizenship education look like?” (What would you expect to see in a school that has implemented a character and citizenship education initiative? What are the characteristics of an effective character and citizenship education initiative?) Have group members fill in the puzzle pieces with their ideas, using one idea per puzzle piece, then put the puzzle together.

- Discuss puzzles in whole group, or have each group trade and share their puzzles with another group. Have participants discuss the commonalities and differences in their visions of character and citizenship education.

Handout 1  
Puzzle



This discussion introduces the definitions of character and citizenship education provided in Chapter 1 of *The Heart of the Matter*, pages 4–6.

## Explore 2: What is character and citizenship education?

This discussion centres on building an understanding of the definitions of character and citizenship education as presented in *The Heart of the Matter*. It also provides participants with an opportunity to discuss their own goals for the workshop.

### Time

- 20 minutes

### Process

- Prepare a “Key Questions About Character and Citizenship Education Initiatives” poster, using chart paper. Write the Workshop Goals listed below on chart paper before the workshop, but encourage participants to also discuss their own goals and questions. Depending on the context of the workshop you are providing, adapt and revise the goals to meet the needs of your participants.
- Provide self-stick removable notes for each table.
- Share **Slides 8–10** with the whole group and use the slides to lead into the discussion question. Refer to Participant Guide, page 6.
- Ask participants to brainstorm questions they have about character and citizenship education initiatives on the self-stick removable notes. Have the group recorder place the self-stick removable notes on the Workshop Goals poster at the front of the room. Discuss the goals with the group, noting the questions that connect to those goals. Some of the questions will be explored in the workshop, and others may be explored as school teams work independently through the strategies and supports available in *The Heart of the Matter* resource.

### Workshop Goals

The goals of this workshop are to provide you with opportunities to:

- develop and deepen understandings of character and citizenship education
- develop familiarity with *The Heart of the Matter* for the purpose of supporting character and citizenship education initiatives in school and district settings
- explore approaches and ideas for facilitating conversations that increase awareness and understandings of character and citizenship education approaches
- explore school culture in relation to character and citizenship education initiatives
- identify needs, and apply strategies and approaches to implement and/or strengthen character and citizenship education initiatives.

## Discussion Notes

Character and citizenship education is a deliberate effort to cultivate civility, ethical behaviours, self-management skills and personal attributes that our society values in its school graduates, community members and employees.

It represents a consensus on certain attributes or core values such as respect, responsibility, fairness, empathy and self-discipline that transcend socioeconomic and cultural lines. Character and citizenship education nurtures these attributes in an explicit, intentional, focused and systematic manner by promoting, modelling, teaching, expecting, celebrating and consciously practising them in everyday actions.

*The Heart of the Matter* provides schools and jurisdictions with a sample framework and strategies for developing and/or supporting a culture of character and citizenship. The framework encourages individual schools to assess and put action plans in place to improve their cultures. It also looks at how character and citizenship education can be supported by administrators, school staff, parents, students, school jurisdictions and the larger community. It supports safe and caring schools. This resource may be especially helpful to leadership teams who are working collaboratively to make character and citizenship an integral part of school culture.

## Discuss

- What are your key questions about character and citizenship?

## Explore 3

This discussion introduces the content and organization of *The Heart of the Matter*. The Table of Contents from the resource is used to present an advance organizer for the focus of the workshop and the use of the resource.

### Time

- 5–10 minutes

### Process

- Share the organization and focus of *The Heart of the Matter*, using the Table of Contents. The Table of Contents is provided on **Slide 11**. Reinforce the aspects of *The Heart of the Matter* that will be focused on in the workshop you are delivering. Refer to Participant Guide, page 7.

### Discussion Notes

		Table of Contents
Chapter 1: Character and Citizenship Education in Alberta Schools	1	
Chapter 2: A Sample Framework for Character and Citizenship	9	
Chapter 3: Choosing Approaches for Character and Citizenship Education	15	
Chapter 4: Assessing Character and Citizenship Education Initiatives	23	
Chapter 5: Creating a Safe and Caring School Culture	35	
Chapter 6: Infusing Character and Citizenship Education Across the Subjects	45	
Chapter 7: Choosing Resources to Support Character and Citizenship Education	57	
Chapter 8: Integrating Character and Citizenship Education in Co-curricular and Extracurricular Activities	61	
Chapter 9: Bullying Prevention and Character and Citizenship Education	73	
Chapter 10: Involving Parents in Character and Citizenship Education	91	
Chapter 11: Developing Community Partnerships	97	
Chapter 12: Instructional Strategies that Support Character and Citizenship Education	105	
Chapter 13: Getting to the Heart of the Matter	135	

### Discuss

- How could this resource be most useful in your setting?

Chapter 1 of *The Heart of the Matter*, pages 1–8, introduces conceptions and understandings of character and citizenship education, and will help participants explore or check their current understandings. Handout 2: Venn Diagram is provided in Appendix H-2 on page 230 of the resource.

## Activity 4: What is the difference?

This activity helps participants explore and clarify the terms character education and citizenship education. Participants use a Venn diagram to consider how characteristics of character education intersect with and are different from characteristics of citizenship education.

### Time

- 20–30 minutes

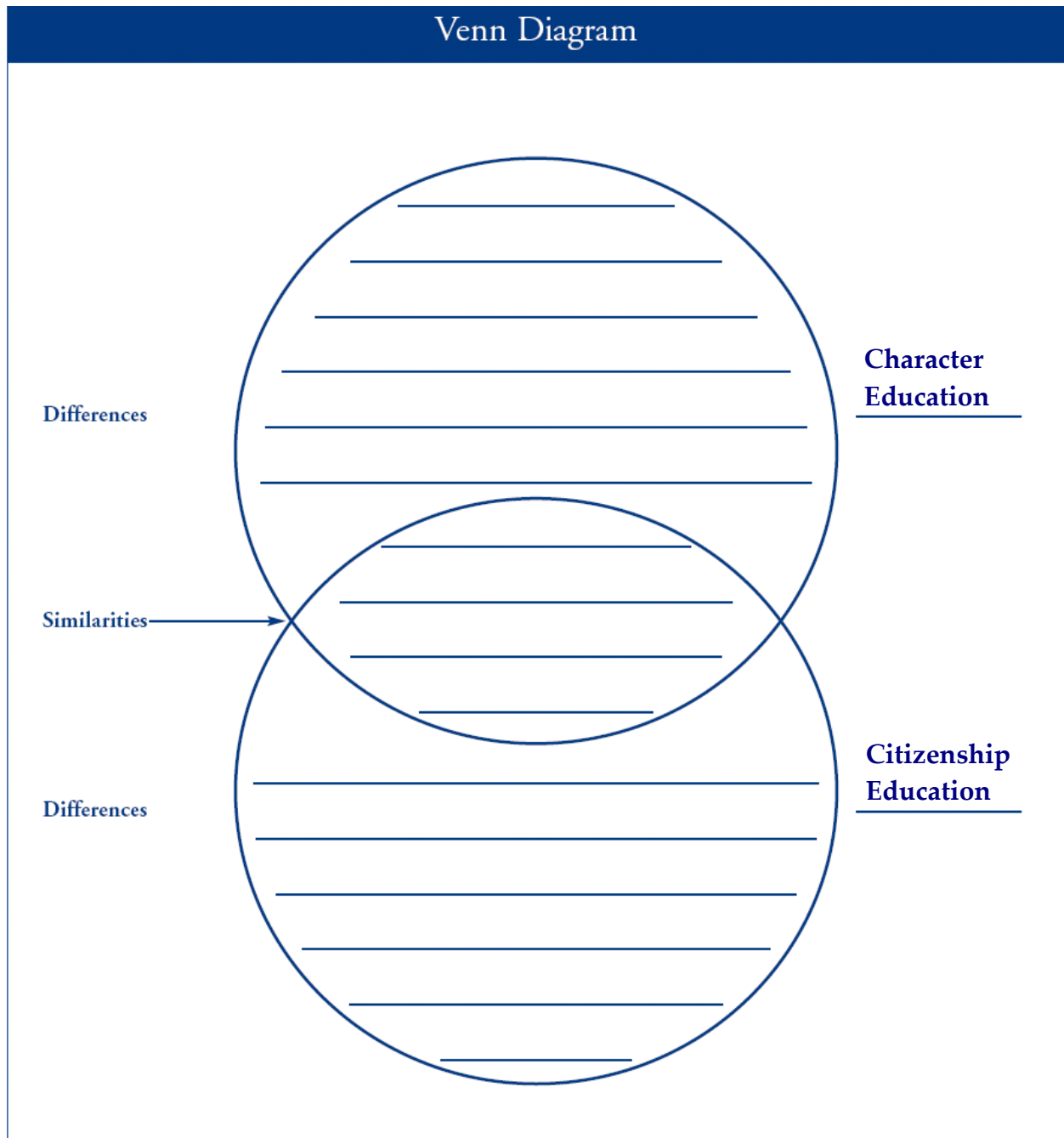
### Resources

- Handout 2: Venn Diagram OR chart paper for each table group to construct a group Venn diagram
- Participant Guide, pages 8–9
- **Slide 12**

### Process

- Have participants consider their current understandings and responses to the following questions:
  - What does character education mean to you?
  - What does citizenship education mean to you?
  - What similarities and differences do you see?
- Provide each participant with Handout 2: Venn Diagram OR a piece of chart paper on which a group Venn diagram will be created.
- Have participants either work individually OR work with their table groups to discuss and agree upon characteristics of character education and record the description in one circle of the Venn diagram.
- Have participants record characteristics of citizenship education in the other circle of the Venn diagram.
- Have each group identify characteristics of character and citizenship education that are similar in the intersection between the two circles.
- Have groups share and discuss Venn diagrams with another table group.

## Handout 2



## Explore 5: Relationship of character and citizenship education

This discussion asks participants to reflect on their understandings of character and citizenship education, and introduces them to the continuum of character and citizenship education from *The Heart of the Matter*.

### Time

- 20 minutes

### Process

- Share **Slides 13–16** with the whole group and use the slides to lead into the discussion questions. Encourage participants to explore and discuss the continuum that shows the relationship between character and citizenship education. Refer to Participant Guide, page 10.
- Discussions can be conducted in different ways, depending on the time context of your workshop.
  - Present discussion questions (**Slide 16**) and discuss as a whole group.
  - Have table groups discuss with each other, then ask some groups for their insights and ideas.
  - Have table groups discuss with each other, then do a quick share with another group.

### Discussion Notes

Traditionally, educating for citizenship is linked, in one way or another, to character. The link between citizenship and character education is one of perspective and scope.

Citizenship education recognizes the need for attributes and values—respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals. Character education recognizes that commitment and responsibility to community and a democratic society are part of what constitutes ‘good character.’

While citizenship education is traditionally more concerned with individuals’ participation in their communities, nations and the global world, character education is more centred on individuals’ personal development.

This discussion starts to explore the relationship between character and citizenship education provided in Chapter 1 of *The Heart of the Matter*, page 7.

## The Relationship Between Character and Citizenship Education

Character education		Citizenship education		
Individual		Communities		Society
Moral development Social and emotional learning Values and virtues	Social skills Conflict resolution	Safe and caring communities Caring relationships Moral communities	Social problems, such as violence, racism and drug abuse	Political knowledge and participation, human rights and global citizenship

### Discuss

- Why do we need character and citizenship education?
- To what extent is citizenship a value, to be developed the same way that values such as honesty and fairness are developed?
- Is character education a component of educating for citizenship? Are values the foundation for citizenship education?

## Step 2 - Think about Implementation

### Explore 6: Key elements of implementation

This discussion introduces participants to the central purpose of any character and citizenship education initiative, ensuring that it reflects a commitment to improving school and community culture. It sets the stage for the jigsaw group research that follows.

#### Time

- 10 minutes

#### Process

- Share **Slides 17–21** with the whole group and use the slides to lead into the discussion question. Refer to Participant Guide, page 11.

#### Discussion Notes

To be meaningful, character and citizenship education initiatives are based on the needs of the students in the school or jurisdiction. For this reason, character and citizenship education may look different from one jurisdiction or school to another.

The most effective initiatives are school-based (or what Michele Borba calls “home-grown”), with jurisdiction support. They are not prepackaged, although they often build on existing programming efforts such as The Society for Safe and Caring Schools and Communities’ *Toward a Safe and Caring Curriculum* or Lions-Quest programs.

#### Discuss

- What elements of your school community create unique requirements for a character and citizenship education initiative?

This discussion starts to develop the framework described in Chapter 2 of *The Heart of the Matter*. The slide content is from Chapter 2, page 9.

Chapters 1 and 3 of *The Heart of the Matter*, pages 4–8, 15–22, provide the content basis for the Jigsaw group research activity.

## Activity 7: Jigsaw group research

This activity focuses on Chapters 1 and 3 of *The Heart of the Matter*. It provides an opportunity for participants to share key ideas about elements that influence implementation of character and citizenship education initiatives, using a cooperative jigsaw approach.

### Time

- 45 minutes

### Resources

- Excerpts from *The Heart of the Matter*, as listed below (Chapters 1 and 3, pages 4–8, 15–22). Prepare Jigsaw handouts from copies of each page, to provide to each expert group.
- Markers
- Chart paper
- Participant Guide, page 12
- **Slides 22–23**

### Process

- Introduce the context of the jigsaw research to participants—exploring elements of character and citizenship education initiatives that inform and influence implementation.
- Number participants in table groups 1 through 6.
- Have participants form 6 expert groups, using the following excerpts from *The Heart of the Matter*.
  - Group 1: *Understanding Character Education; Understanding Citizenship Education* (pages 4–6)
  - Group 2: *Relationship Between Character and Citizenship Education* (pages 7–8)
  - Group 3: *General Approaches to Character Education* (pages 15–16)
  - Group 4: *Continuum of Citizenship Education* (pages 16–17)
  - Group 5: *Using Core Values to Infuse Character and Citizenship Education* (pages 18–20)
  - Group 6: *The Ethics and Implications of Character and Citizenship Education* (pages 21–22)
- Provide one excerpt to each expert group. Have each expert group summarize the key points of their excerpt. Ask each group member to ensure he or she has a summary to bring back to his or her table group.



**Chapter 3**

**What is the ultimate goal?**  
 Educators need to be clear on the purpose of the program and the program's ultimate goal. For example, is the program to help students become good citizens and principled and caring members of the community?

**Which subject?**  
 The subject is the vehicle for the program. It is important to choose a subject that is relevant to the program's goal. For example, if the program is to help students become good citizens, a subject like civics or government would be appropriate.

**Who is the target of learning?**  
 A clear target audience is essential for the program to be successful. It is important to identify the specific students who will benefit from the program and to tailor the program to their needs.

**How is the program to be implemented?**  
 A clear implementation plan is essential for the program to be successful. It is important to identify the specific steps that will be taken to implement the program and to assign responsibility for each step.

**How is the program to be evaluated?**  
 A clear evaluation plan is essential for the program to be successful. It is important to identify the specific measures that will be used to evaluate the program and to assign responsibility for each measure.

**The Ethics and Implications of Character and Citizenship Education**

**Character and citizenship education: what are the key elements?**  
 Character and citizenship education are essential for the development of good citizens. It is important to identify the key elements of these programs and to ensure that they are implemented effectively.

**How might character and citizenship education be implemented?**  
 Character and citizenship education can be implemented in a variety of ways. It is important to identify the most effective ways to implement these programs and to ensure that they are implemented consistently.

**What are the challenges to character and citizenship education?**  
 There are several challenges to character and citizenship education. It is important to identify these challenges and to develop strategies to overcome them.

**What are the benefits of character and citizenship education?**  
 Character and citizenship education has many benefits. It is important to identify these benefits and to ensure that they are realized.

**Chapter 3**

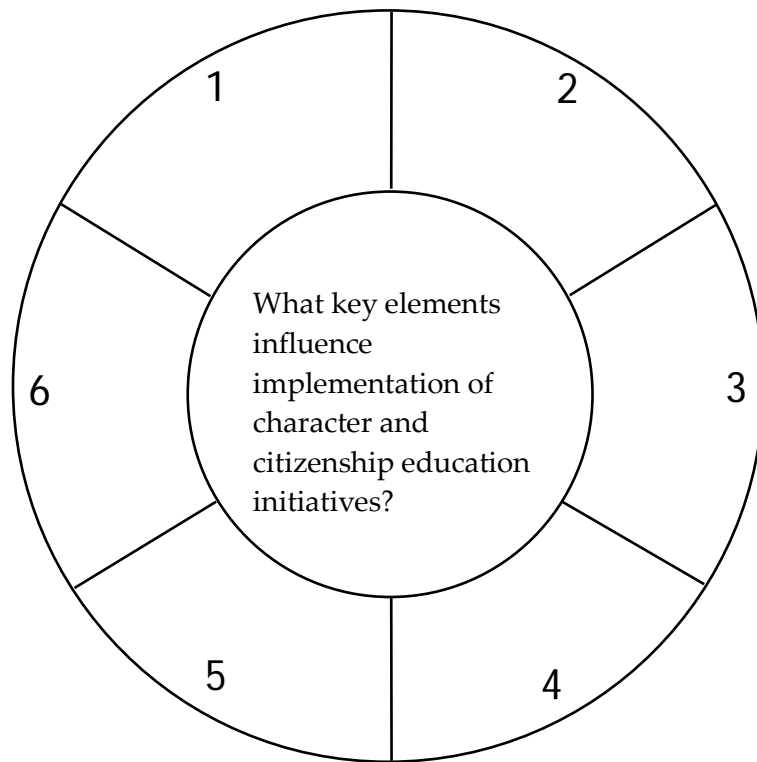
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**What are the benefits of character and citizenship education?**  
 Character and citizenship education has many benefits. It is important to identify these benefits and to ensure that they are realized.

- Ask participants to return to their table groups. Provide each table group with markers and a blank sheet of chart paper, which will be used to create a wheel chart (a circle in the middle with six sections around it – see diagram below). The wheel chart is also provided on **Slide 23**.



- Ask each table group to record the question, “What key elements influence implementation of character and citizenship education initiatives?” in the centre of the wheel chart. Have each group member present his or her summary to the other group members. As he or she presents, the other group members record key points on the wheel chart.
- Discuss key findings from the jigsaw research as a whole group.

## Explore 8: Choosing approaches and developing strategies

This discussion provides participants with the opportunity to explore key questions related to the purpose of effective character and citizenship education initiatives. Participants are encouraged to consider what makes character and citizenship education initiatives effective and meaningful to local settings.

### Time

- 20 minutes

### Process

- Share **Slides 24–25** with the whole group and use the slides to lead into the discussion questions. Refer to Participant Guide, pages 13–14.

### Discussion Notes

Alfie Kohn offers key questions to consider when choosing approaches and strategies to support character and citizenship education.

- At what level are problems addressed?  
Is the goal “to fix students,” or is it more comprehensive? Kohn argues that there is a tendency to oversimplify social problems without taking into account political and economic realities such as unemployment, racism and other inequities. He contends that behaviour and character reflect the context in which we find ourselves, and argues that character and citizenship education should start with school culture, rather than solely attempting to change students.
- What is the view of human nature?  
In order for character and citizenship education to be effective, it must begin with a positive view of human nature. Educators need to ensure they are working to build on students’ (and schools’) strengths, rather than operating from a deficit model that aims to “fix” them.
- What is the ultimate goal?  
Educators need to look beyond a tendency to romanticize the past and “preserve certain traditions” by seeking to help students become active citizens, and principled and caring members of the community.

This discussion focuses on the framework described in Chapter 2 of *The Heart of the Matter*. The slide content is from Chapter 3, pages 20–21.

- Which values?  
The reality is that schools, as social institutions, are value-laden—whether or not educators choose to articulate and make explicit those values. Kohn encourages educators to identify what values currently exist in their schools and to carefully choose which to emphasize.
- What is the theory of learning?  
A final essential question encourages educators to think carefully about how the instructional strategies used fit into an overall theory of learning. Schools need to consider how they will track and reinforce the core values they have identified. Kohn suggests that many schools attempt to “transmit” values to students through lectures, rote drilling and extrinsic rewards, even when they use a more constructivist approach in all other areas. The use of reward systems or other reinforcement strategies may be counterproductive because they may impede development of intrinsic motivation and commitment.

### **Discuss**

- How do these questions shape thinking about character and citizenship education?
- What insights into existing initiatives do these questions provide?

## Activity 9: Exploring approaches

This activity introduces several approaches and programs that Alberta teachers can use in their schools to support character and citizenship education. Participants analyze various approaches in order to reflect on their focus and decide which may be most appropriate for the purposes of their character and citizenship education initiatives.

### Time

- 30 minutes

### Resources

- Appendix A from *The Heart of the Matter* (pages 141–172). Prepare copies of each of the 18 strategies and approaches provided in Appendix A. These could be prepared on cardstock.
- Self-stick removable notes
- Poster-size reproduction of the continuum on page 7 of *The Heart of the Matter* (shown below). (This can be simply drawn on flipchart paper using the headings “Character education,” “Citizenship education” and a line showing the progression from “Individual” to “Communities” to “Society.”)
- Participant Guide, page 15
- **Slide 26**



### Process

- Provide each table group with two or three different approaches described in Appendix A of *The Heart of the Matter*. Divide the approaches between groups so all 18 strategies and approaches are discussed. Have each table group write a brief summary of each of their strategies and approaches on a self-stick removable note and decide where to place it on the continuum.

Appendix A, on pages 141–172 of *The Heart of the Matter*, provides an overview of 18 programs and approaches that support character and citizenship education.

- Alternatively, group members can be asked to select one approach, summarize it, describe it to their table group members and discuss where it fits on the continuum. A second alternative could involve providing one approach to a pair or trio and having them summarize the approach on a self-stick removable note and place it on the continuum.
- Discuss the multiple approaches that can be integrated into a school’s approach to implementing a character and citizenship education initiative.
- If time permits, ask each table group to select two or three of the strategies or approaches that would best fit their school context.

## Appendix A

### Sample Approaches that Support Character and Citizenship Education

1. Caring Relationships ( <i>Noddings</i> )	141
2. Center for the 4th and 5th Rs ( <i>Lickona</i> )	142
3. Circles of Courage ( <i>Reclaiming Youth at Risk—Brendtro, Brokenleg and Van Bockern</i> )	144
4. Community of Caring ( <i>Kennedy Foundation</i> )	145
5. Comprehensive School Health Approach	147
6. Developmental Assets ( <i>Search Institute</i> )	149
7. Effective Behaviour Supports	150
8. Emotional Intelligence ( <i>Goleman</i> )	151
9. Habits of Mind ( <i>Costa</i> )	153
10. Hope Research ( <i>Hope Foundation of Alberta</i> )	154
11. Lions-Quest Canada/Thrive!	155
12. Moral Intelligence ( <i>Borba</i> )	157
13. Professional Learning Communities ( <i>DuFour et al.</i> )	159
14. Resiliency Research	161
15. Safe and Caring Schools Initiative	163
16. Skillstreaming: New Strategies and Perspectives for Teaching Prosocial Skills ( <i>Goldstein and McGinnis</i> )	168
17. Virtues Program ( <i>Popov, Popov and Kavelin</i> )	170
18. You Can Do It! ( <i>Bernard</i> )	171

## Step 3 - Assess Needs and Priorities

### Explore 10: Assessment

This discussion introduces participants to processes involved in assessment of character and citizenship education initiatives. Participants examine and discuss a sample assessment workplan provided in *The Heart of the Matter*.

#### Time

- 20 minutes

#### Process

- Share **Slides 27–33** with the whole group and use the slides to lead into the discussion questions. Refer to Participant Guide, pages 16–17.

#### Discussion Notes

“Accountability looks forward. Being accountable is not a ledger page or a spreadsheet. It means taking the information and using it to make judgements—about quality, about how good is good enough and, most importantly, about how to make changes that will enhance and extend student learning, for all children.”

– Earl 1998, p. 21

Assessment of student achievement is an important component of the educational process. Approaches to assessing character and citizenship education initiatives go beyond student achievement scores.

No initiative can be considered successful unless there are positive outcomes. Look for authentic methods to comprehensively and systematically measure development of character and citizenship.

“The field of character education is rife with initiatives and programs but woefully poor in evaluating them. Educators need to know what works, and we all need to pay closer attention to the effects of what we do, not only to help improve our work but also to answer questions asked by parents, administrators, and the broader community.”

– Berkowitz n.d., Foreword

Assessment of character and citizenship initiatives includes monitoring three primary components of character: knowledge, feelings and behaviour. Some measures indicate changes in attitudes or behaviour (e.g., student self-reports); others may even provide contradictory

This discussion helps to set the context for exploring assessment approaches that are provided in Chapter 4 of *The Heart of the Matter*. The slide content is adapted from Chapter 4, pages 23–25.

evidence (e.g., teacher/parent reports or school records). Collecting multiple measurements (e.g., surveys, school records and testimonials) from multiple stakeholders (including students, parents and staff) on an ongoing basis is recommended.

An assessment workplan helps schools to choose assessment approaches that will help meet the needs of students and work to strengthen the school community.

Evaluation Goal	Evaluation Procedure	Timeline
<ul style="list-style-type: none"> <li>Establish character and citizenship education goals</li> </ul>	<i>Baseline Assessment.</i> Issue a survey to all students, staff and parents regarding strengths, weaknesses and recommendations for the initiative.	<ul style="list-style-type: none"> <li>September 30 – Issue survey</li> <li>October 1 – Calculate survey results</li> <li>October 15 – Report results</li> </ul>
<ul style="list-style-type: none"> <li>Assess current implementation procedures</li> </ul>	<i>Process Evaluation.</i> Design a checklist of programming components that should be observable schoolwide, then assess current implementation procedures through interviews and observations.	<ul style="list-style-type: none"> <li>November 1 – Design checklist</li> <li>November 7–21 – Observe classrooms and/or interview teachers</li> <li>December 1 – Report results</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate the effectiveness of the initiative</li> </ul>	<i>Outcome Evaluation.</i> Prioritize initiative goals and designate appropriate assessment measurements (e.g., issue a school climate survey to assess students’ perceptions of school’s strengths and needs; collect discipline records to track incidents of misbehaviours; review attendance records to estimate correlations between school climate and attendance).	<ul style="list-style-type: none"> <li>February 15 – Decide on assessment measurements related to goals of initiative</li> <li>March 1 – Issue school climate survey to students, staff and parents</li> <li>March 15 – Calculate survey results</li> <li>April 1 – Collect discipline and attendance records</li> <li>April 21 – Report results</li> </ul>
<ul style="list-style-type: none"> <li>Use evaluation results to improve planning and implementation</li> </ul>	<i>Action Research.</i> Propose planning and implementation improvements based on the needs assessment, process evaluation and outcome evaluation results.	<ul style="list-style-type: none"> <li>May 1 – Report findings and propose program adjustments to the school community</li> </ul>

### Discuss

- Assessment is based on questions about projected impact of the work. For example, how will the initiative impact:
  - student understanding, attitudes and behaviour (e.g., school climate, student activities and behaviours)
  - instruction (e.g., teaching strategies, classroom climate)
  - the school environment (e.g., organization, scheduling, activities, leadership, decision making)?
- What processes should be part of your approach to ensure you are meeting the needs of your school and community?

Chapter 4 on pages 23–34 of *The Heart of the Matter* provides a number of strategies and approaches to assessing character and citizenship education initiatives.

## Activity 11: Building an assessment focus

This activity encourages participants to explore various approaches to developing an assessment focus. Participants mind map key points around different topics relating to assessment of character and citizenship education initiatives. This activity provides a basis for starting to make decisions about developing an assessment plan.

### Time

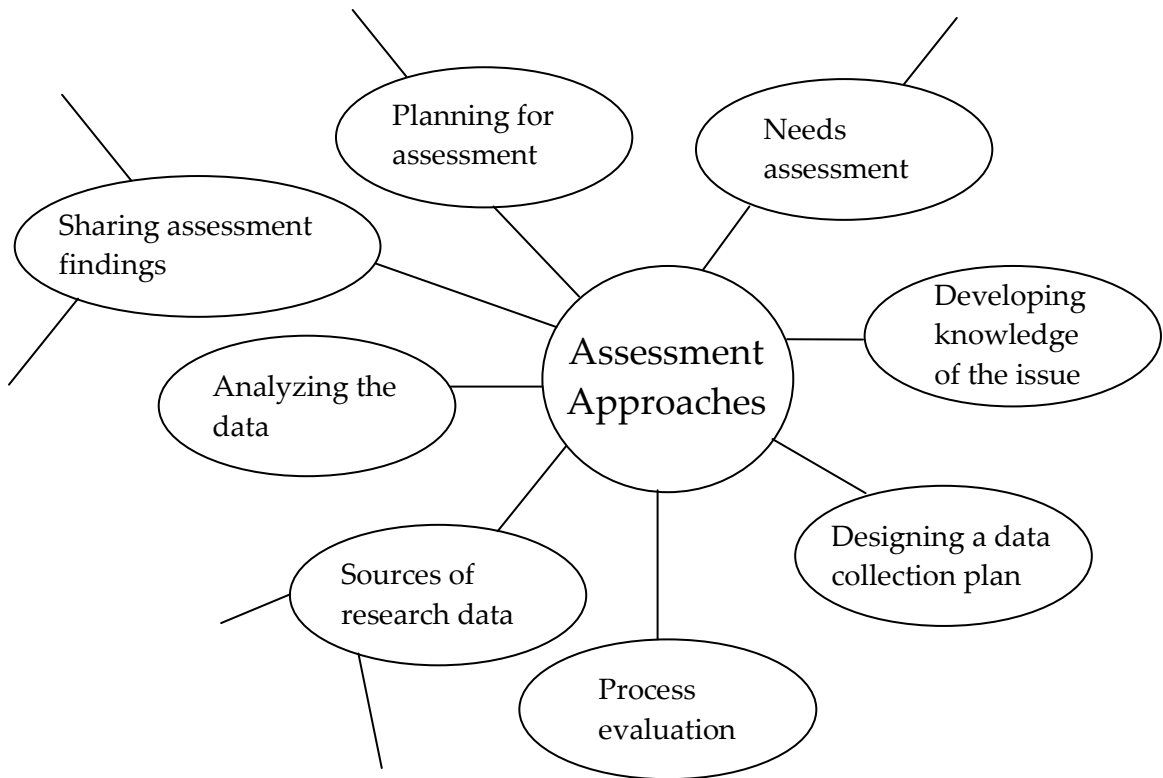
- 30 minutes

### Resources

- Chapter 4, pages 23–34, from *The Heart of the Matter*. If the resource is not available, provide a copy of this chapter for each table group.
- Markers
- Chart paper
- Participant Guide, page 18
- **Slides 34–35**

### Process

- Discuss how assessment can be an ongoing aspect of character and citizenship education initiatives, and ways that many assessment approaches can be interconnected and woven throughout all aspects of an initiative. The strategies and approaches in Chapter 4 of *The Heart of the Matter* explore ways that assessment approaches can be part of all aspects of an initiative.
- Have participants in each table group number themselves. Depending on group size, assign or have participants select one or two of the topics listed on page 34. These topics reflect sections of Chapter 4.
- Ask each group to create the beginnings of a mind map on their chart paper. See the sample diagram on page 34. The mind map is also provided on **Slide 35**.
- Provide about 10 minutes for participants to summarize key points. As participants summarize key points, have them record the points on the mind map. When groups have finished their summaries, have each group discuss how these points can inform decisions about developing an assessment plan.
- If time permits, have groups share their posters with another group.



### Topic Areas

1. Planning for assessment (evaluation plan; action research)
2. Needs assessment
3. Developing knowledge of the issue
4. Designing a data collection plan
5. Process evaluation
6. Sources of research data
7. Analyzing the data
8. Sharing assessment findings

An example of a completed assessment workplan is provided on page 25 in Chapter 4 of *The Heart of the Matter*. Appendix F: Sample Evaluation Tools and Strategies, on pages 215–218, provides a list of sources that support process and outcome evaluation of character and citizenship education.

## Activity 12: Developing an assessment plan

This activity provides an opportunity for participants to establish a plan that sets guidelines for assessing components or elements of a character and citizenship education initiative.

### Time

- 30 minutes

### Resources

- Handout 3: Assessment Workplan
- Participant Guide, pages 19–20
- **Slide 36**

### Process

- Ask participants to work with their table groups or school groups to start to consider the range of approaches needed to develop an initial assessment plan, using Handout 3: Assessment Workplan.
- Ask each group to develop evaluation goals and processes, using examples from Chapter 4 of *The Heart of the Matter*, as well as assessment initiatives that have already been implemented in their schools.
- Groups can be encouraged to use a process such as the following to start to develop an assessment plan.
  - Identify an assessment goal that supports a current need (e.g., *Establish a vision and goals for a character and citizenship education initiative that supports our school vision, mission and goals*).
  - Identify assessment strategies that can provide the basis for implementing the goal (e.g., *Create and administer a survey to staff, students, parents and community members that identifies our strengths, challenges and priorities*).
  - Provide a timeline for the strategies (e.g., *Develop by September 30; Administer and get results by November 15; Report on results by December 15*).
- Groups may choose to focus on one goal or multiple goals.
- Discuss how the assessment plan can provide an initial context in which to identify priorities and needs as the character and citizenship education initiative is planned and developed.

### Handout 3

Assessment Workplan		
Evaluation Goal	Evaluation Procedures	Timeline

## Step 4 - Build Capacity

### Explore 13: School culture

This discussion provides an opportunity for participants to explore the important relationship between character and citizenship education initiatives, and school culture. Participants can use the school cultural audit tool provided in *The Heart of the Matter* to assess their own school's culture.

#### Time

- 10–20 minutes

#### Process

- Share **Slides 37–39** with the whole group and use the slides to lead into the discussion question. Refer to Participant Guide, page 21.

#### Discussion Notes

Schools with a healthy culture may be already doing character and citizenship education, even though they may not explicitly identify it as such.

School culture is a necessary component of any kind of school improvement initiative. Successful efforts to change what happens in the school environment are directly linked to school cultures.

#### Discuss

- What is school culture and how does it relate to character and citizenship education?

This discussion encourages participants to consider the importance of school culture, the focus of Chapter 5 of *The Heart of the Matter*. The slide content is adapted from Chapter 5, page 35.

Chapter 5 of *The Heart of the Matter*, on pages 35–44, discusses the importance of different aspects of school culture to character and citizenship education initiatives. Handouts 4 and 5 are provided in Appendix B-4. Handout 4: School Cultural Audit is provided on page 195. Handout 5: Specific Beliefs about Learning and Teaching is provided on pages 196–197.

## Activity 14: School culture

This activity asks participants to respond to questions in the school cultural audit tool and explore how their beliefs about teaching and learning can inform choices they make about approaches to character and citizenship education initiatives.

### Time

- 30–40 minutes

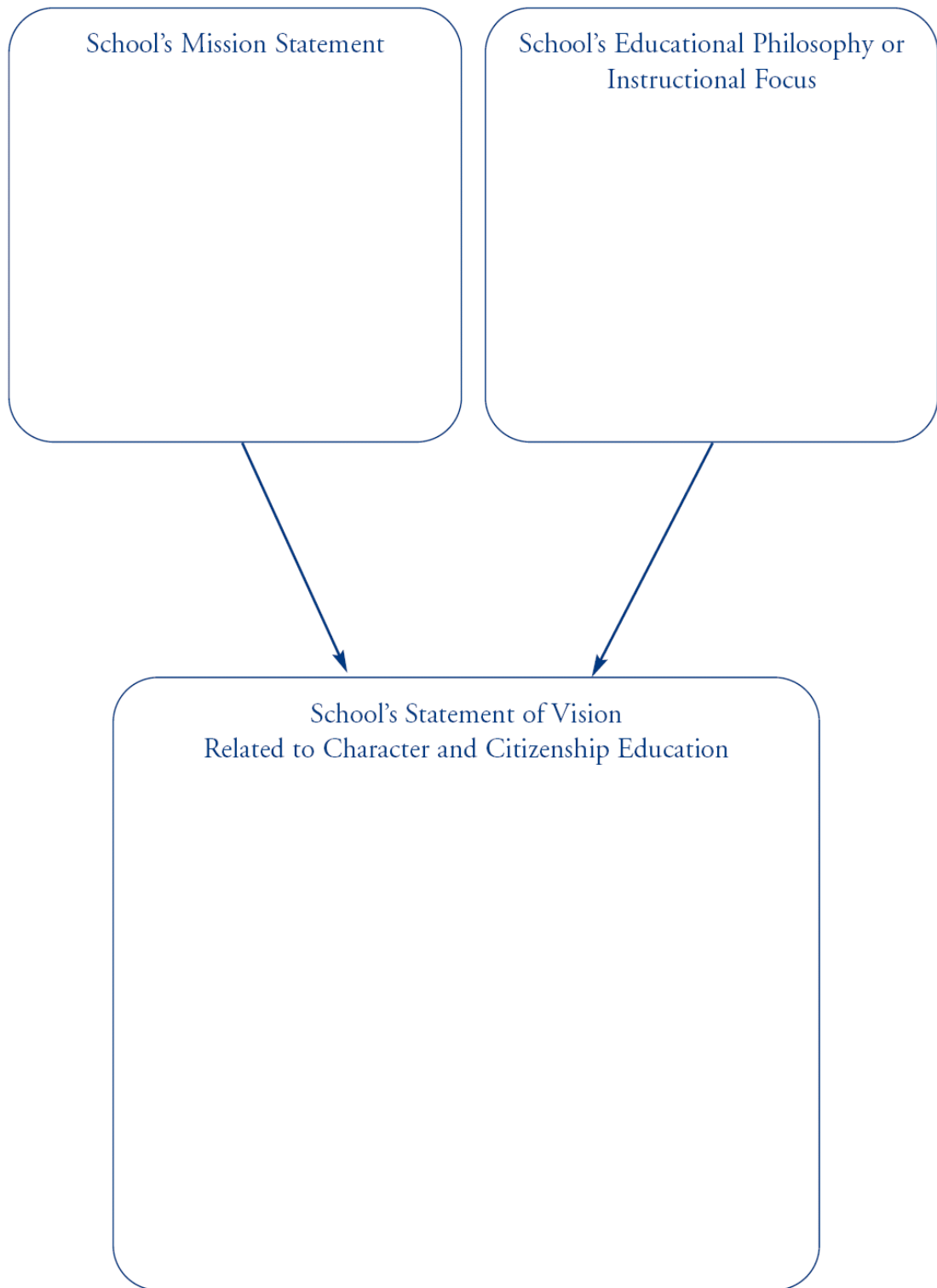
### Resources

- Handout 4: School Cultural Audit
- Handout 5: Specific Beliefs about Learning and Teaching
- Participant Guide, pages 22–25
- **Slide 40**

### Process

- Provide each participant with about 10 minutes to describe their school’s mission and educational philosophy or instructional focus, using the boxes provided in Handout 4: School Cultural Audit.
- Have participants share and compare responses with their table or school groups. Identify points of agreement and difference. Have each school or table group discuss how mission and educational philosophy or instructional focus can contribute to a vision for a character and citizenship education initiative. If time permits, groups can be asked to record ideas and insights in the bottom box on the handout.
- Then, ask each school or table group to respond to the questions on Handout 5: Specific Beliefs about Learning and Teaching. Have them consider how these beliefs about teaching and learning relate to school culture, and affect character and citizenship education initiatives.
- Discuss insights and observations from these handouts with the whole group; ask groups to reflect on what areas of agreement and difference can indicate about school culture. Ask groups to reflect on these questions.
  - How can this information inform our choices about what approaches would work best in our school?
  - To what extent do character and citizenship education initiatives depend on school culture?

## Handout 4 School Cultural Audit



## Handout 5

Specific Beliefs About Learning and Teaching	Practices That Support Specific Beliefs
A. Beliefs about the purposes of education _____ _____ _____ _____	Practice related to purpose _____ _____ _____ _____
B. Beliefs about organizing for learning _____ _____ _____ _____	Organizational practices _____ _____ _____ _____
C. Beliefs about learning and the role of the learner _____ _____ _____ _____	Learning and learner practices _____ _____ _____ _____
D. Beliefs about teaching and the role of teachers _____ _____ _____ _____	Teaching practices _____ _____ _____ _____
E. Beliefs about assessment _____ _____ _____ _____	Assessment practices _____ _____ _____ _____

## Handout 5 (cont'd)

Specific Beliefs About Learning and Teaching	Practices That Support Specific Beliefs
<p>F. Beliefs about the role of parents</p> <hr/> <hr/> <hr/> <hr/>	<p>Practices related to the role of parents</p> <hr/> <hr/> <hr/> <hr/>
<p>G. Beliefs about the role of community</p> <hr/> <hr/> <hr/> <hr/>	<p>Practices related to the role of community</p> <hr/> <hr/> <hr/> <hr/>
<p>1. How are philosophical perspectives and related practices about learning and teaching informed by research?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>2. How is information (e.g., research, sharing of best practices) gathered? Who selects and manages the flow of information, particularly that which is related to character and citizenship education?</p> <hr/> <hr/> <hr/> <hr/> <hr/>	

This discussion starts to connect school leadership with the capacity for change required to implement character and citizenship education initiatives. The slide content is adapted from Chapter 5 of *The Heart of the Matter*, page 40.

## Explore 15: Leadership capacity

This discussion asks participants to reflect on ways that school communities can build leadership capacity with all members.

### Time

- 10 minutes

### Process

- Share **Slides 41–42** with the whole group and use the slides to lead into the discussion questions. Refer to Participant Guide, page 26.

### Discussion Notes

Change leaders focus on improvement of school culture.

Change leaders share five characteristics:

- moral purpose
- an understanding of the change process
- the ability to improve relationships
- a desire to create and share knowledge throughout an organization
- the ability to generate coherent reform.

### Discuss

- In what ways can the development of leadership capacity benefit all members of the school community?
- What impact can this have on character and citizenship education initiatives?

Chapter 5 of *The Heart of the Matter*, on pages 40–41, discusses the importance of leadership for change to character and citizenship education initiatives.

## Activity 16: Leadership capacity

This activity asks participants to consider statements from *The Heart of the Matter* that reflect effective leadership, and discuss how each statement can be important to character and citizenship education initiatives.

### Time

- 20–30 minutes

### Resources

- Statement cards, prepared with statements listed on page 44 (from pages 40–41 in Chapter 5 of *The Heart of the Matter*). These statements can be photocopied and cut into strips of paper, or prepared on cardstock with one statement per card. Name tags can also be used to print statements. Alternatively, the statements could be distributed on a handout to each table group, and assigned to each group depending on the process you decide to use.
- Participant Guide, page 27
- **Slide 43**

### Process

- Ask participants to reflect on the actions that a school community can take to build leadership capacity. Provide each table group with the list of statements on the principles of effective leadership. These statements can be explored using different processes, depending on the time you allocate for this activity.
  - **Option 1:** Each table group can be provided with a complete set of statement cards (or the handout). Ask each table group to select those cards/statements they see as being most important and relevant to the character and citizenship education initiatives they are implementing. Ask each group to share their insights with the larger group.
  - **Option 2:** Each table group can be provided with two or three cards (or assigned two or three statements on the handout) and asked to reflect on and discuss each statement's importance to character and citizenship education initiatives. Each group can then be asked to present a brief summary of their key insights to the whole group.
  - **Option 3:** Statement cards can be distributed to pairs or trios who are asked to reflect on and discuss the statement's importance to character and citizenship education initiatives. Pairs or trios can then be asked to share their insights with their table group.

## Statements about Leadership Capacity

1. School leaders help staff members question assumptions about how much they can affect student learning.
2. Leaders demonstrate patience and take a long-range view.
3. Leaders find ways to recognize individual teachers for students' accomplishments, teaching teams for reaching student achievement goals, and the whole staff for evidence of improving student performance.
4. Team structure (e.g., course, grade level, interdepartmental, vertical) is less important than having all staff participate as a part of teams with student learning as the focus.
5. A school is more likely to have a collaborative culture if there is a master schedule with a consistent time each week for teams to work together during the school day.
6. Team protocols outline commitment of members to one another in carrying out their work.
7. School leaders do more than provide teachers with time to meet in their teams; they monitor the work of teams, collect and review documents and artifacts produced, and celebrate successful completion of group tasks.
8. School leaders acknowledge differences but concentrate on identifying a few "big ideas" for others to rally around.
9. School leaders help groups shift the focus from shortcomings of others to their own sphere of influence, asking each group's members to share what they are prepared to do to bring critical concepts to life.
10. When schools focus on a few critical goals and establish benchmarks to monitor progress toward those goals, they are more likely to focus energies on well-researched innovations aligned with their goals.
11. School leaders understand that not all ideas for school improvement are practical or desirable, and recognize limits to a staff's capacity to implement meaningful change.

This discussion introduces participants to the importance of parental involvement in character and citizenship education initiatives. The slide content is adapted from Chapter 10 of *The Heart of the Matter*, page 91.

## Explore 17: Parent involvement

This discussion focuses on approaches to parent involvement in character and citizenship education initiatives.

### Time

- 10 minutes

### Process

- Share **Slides 44–48** with the whole group and use the slides to lead into the discussion question. Refer to Participant Guide, page 28.

### Discussion Notes

“When parents, teachers, students, and others view one another as partners in education, a caring community forms around students ...”

– Epstein et al. 2002, p. 7

The importance of parental involvement in creating effective learning environments or implementing successful changes in schools is not a new concept. However, current research is giving us a better understanding of the nature and degree of parent and family participation that best supports success. This research suggests that caring communities can be supported by intentionally creating a culture where parents are viewed as partners in a community of learners.

A school learning community consists of educators, students, parents and community partners who work together to improve the school and enhance students’ learning opportunities. In faith-based schools and programs, parents’ modelling of faith life is an integral part of a child’s education. Children learn best through daily parental examples and modelling.

An organized approach to school, family and community partnerships, with activities that support student learning:

- improves schools
- strengthens families
- invigorates community supports
- increases student success.

Lasting school improvement depends on developing leadership capacity among all members of the school community, including parents.

Partnerships that foster adult learning as well as student learning build reciprocal rather than dependent relationships among all school community members.

## Discuss

- What types of parent involvement would strengthen character and citizenship education initiatives?

Chapter 10 of *The Heart of the Matter*, pages 91–96, provides a number of strategies and approaches for involving parents in character and citizenship education. Handout 6: Involving Families Checklist is provided on page 93.

## Activity 18: Involving Families Checklist

This activity asks participants to use the Involving Families Checklist from *The Heart of the Matter* to reflect on their understanding and practices regarding family involvement with character and citizenship education initiatives. Participants then select three major strengths and three areas to work on.

### Time

- 20 minutes

### Resources

- Handout 6: Involving Families Checklist
- Participant Guide, pages 29–30
- **Slide 49**

### Process

- Provide participants with Handout 6: Involving Families Checklist. Have them complete the checklist and discuss with their school or table groups.
- Ask each table group to identify the group’s three major strengths, as well as three “red light” areas that could be worked on. Encourage groups to explore ways to address their “red lights.”

## Handout 6

### Involving Families Checklist

Read each of the statements and decide if, in your jurisdiction, school or classroom, the statement is a “green light,” “yellow light” or “red light.”

**Green Light:** *Established understanding and practice*

**Yellow Light:** *Moderate degree of understanding and practice*

**Red Light:** *Beginning level of understanding and practice*

Types of Involvement <sup>4</sup>	Green Light	Yellow Light	Red Light	Evidence
<b>Parenting</b>				
1. Families are assisted to ensure home conditions are conducive to student learning at all levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Schools are assisted in understanding the diverse needs within families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Families are assisted with transitioning students through stages of schooling (preschool, elementary, junior high, senior high).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Communicating</b>				
4. There is communication with families about student learning on a regular basis through newsletters, phone calls, conferences or other methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Families are encouraged to communicate with the school through use of agendas, phone calls, meetings and parent conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Volunteering</b>				
6. Families are involved as volunteers and audiences to support student learning and school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning at Home</b>				
7. Families are provided with information and ideas about how to help students with learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Families are offered support through parent sessions and/or training that supports student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Decision Making</b>				
9. Parents are included in the school decision-making process through school councils, classroom teams and committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Collaborating with the Community</b>				
10. Resources from the community are integrated to strengthen the school program and family practices in support of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

This discussion introduces participants to the importance of school–community partnerships in character and citizenship education initiatives. The slide content is adapted from Chapter 11 of *The Heart of the Matter*, page 97.

## Explore 19: Community partnerships

This discussion asks participants to explore and discuss ways that school–community partnerships can support and build capacity for character and citizenship education initiatives.

### Time

- 10 minutes

### Process

- Share **Slides 50–53** with the whole group and use the slides to lead into the discussion question. Refer to Participant Guide, page 31.

### Discussion Notes

School–community partnerships are connections between schools and community individuals, organizations or businesses to promote students’ social, emotional, physical and intellectual development.

Partnerships can take many forms, from individuals working together to a collective of community groups forming partnerships with entire school divisions.

Creating a community of caring requires a comprehensive approach to partnerships.

A systematic and comprehensive approach to community partnerships involves parents. Partnerships with communities recognize that schools are part of larger communities, and that learning happens in and beyond the school environment. Much of what is learned is affected by influences outside classrooms. The likelihood that students adopt and maintain positive behaviours increases with consistent messages from multiple sources.

## Focus Areas and Examples of School–Community Partnership Activities

Student Centred	Family Centred	School Centred	Community Centred
<ul style="list-style-type: none"> <li>• scholarships</li> <li>• student trips</li> <li>• tutors</li> <li>• mentors</li> <li>• job shadowing</li> <li>• student awards and incentives</li> </ul>	<ul style="list-style-type: none"> <li>• parent workshops</li> <li>• family fun nights</li> <li>• adult education classes</li> <li>• parent incentives and rewards</li> <li>• referrals and links to community services</li> <li>• counselling</li> </ul>	<ul style="list-style-type: none"> <li>• equipment and materials donations</li> <li>• beautification and repair</li> <li>• teacher incentives and awards</li> <li>• funds for school events and programs</li> <li>• office and classroom assistance</li> </ul>	<ul style="list-style-type: none"> <li>• community beautification</li> <li>• student exhibits and performances</li> <li>• charity events</li> <li>• outreach activities</li> </ul>

### Discuss

- What are potential benefits of community partnerships?

Chapter 11 of *The Heart of the Matter*, on pages 97–104, provides approaches and strategies that support community partnerships in character and citizenship education. Handout 7: Our School is provided on page 101.

## Activity 20: School partnerships continuum

This activity provides participants with the opportunity to develop strategies to support and strengthen school–community partnerships.

### Time

- 20 minutes

### Resources

- Handout 7: Our School
- Chart paper for each group. If the carousel option is used for this activity, prepare one chart for each of the four headings in the continuum described below (Student centred, Family centred, School centred, Community centred).
- Markers
- Participant Guide, pages 32–33
- **Slides 54–55**

### Process

- Provide participants with Handout 7: Our School. Have them work together to complete an initial rating of their school.
- Then, have groups use chart paper to create their own continuum (such as the one below) and fill in those strategies they are using in each area of the continuum, and those they could initiate to strengthen their community partnerships.
- **Option:** This activity could alternatively be done as a carousel involving all groups. Post each of the four charts in the room. Provide two to three minutes for groups to rotate to each of the charts. Ask them to add their ideas and insights on strategies they are using and those they could initiate.
- Collect the charts and discuss the data. Identify areas of agreement about strategies that participants have recorded.

School-Community Partnerships				
	Student centred	Family centred	School centred	Community centred
What we are doing now				
What we could do				

## Handout 7

Our school:	Rating				
	Never	Rarely	Sometimes	Often	Frequently
1. provides brochures or references specifically for parents and students that include information on community services, programs and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. supports families in locating and using community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. works with local businesses, industries, libraries, parks, museums and other organizations to enhance student skills and learning (e.g., plans activities that link character and citizenship education with curricular goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. provides “one-stop” shopping for family services through partnership of school, counselling, health, recreation, job training and other agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. opens its building for community use after school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. offers after-school programs for students with support from community businesses, agencies and volunteers (e.g., programs that support student achievement goals, link character and citizenship with co-/extracurricular activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The framework for action is presented in detail in Chapter 2 of *The Heart of the Matter*, pages 9–14. Handout 11: Developing a Framework for Action is based on the questions in this chapter. Other handouts are in Appendix B-4. Handout 8: Defining a Character and Citizenship Education Initiative is provided on page 198. Handout 9: Assessing Interactions Within the Environment and Handout 10: Assessing the Environment are provided on pages 199–200.

## Activity 21: Start an action plan

This activity supports participants in considering critical elements and influences within their school communities prior to action planning. Tools are provided for assessment and action planning for character and citizenship education initiatives.

### Time

- 30–60 minutes

### Resources

- Handout 8: Defining a Character and Citizenship Education Initiative
- Handout 9: Assessing Interactions Within the Environment
- Handout 10: Assessing the Environment
- Handout 11: Developing a Framework for Action
- Participant Guide, pages 34–39
- **Slide 56**

### Process

- Provide participants with Handouts 8 through 10. Have them use these handouts to consider critical elements and influences within their school communities that influence decisions about character and citizenship education initiatives.
- Then, have participants use Handout 11: Developing a Framework for Action to start to create a framework for implementing a character and citizenship education initiative. If school groups have already implemented an initiative focused on character and citizenship education, have them use the handouts to consider how they can strengthen and sustain it.
- Provide time at the end of the working time to share and discuss key observations about their framework.
- Ensure that someone has been identified to collect and collate this data for follow-up.

## Day One Closer

**Note:** If you are planning a two-day workshop, end Day One with this activity, and with suggestions and a commitment to try an approach. Inform participants that they will be reporting their experiences on Day Two. Participants can be provided with commitment cards made out of name badge cards.

## Handout 8

### Defining a Character and Citizenship Education Initiative

1. What assumptions underlie the perceived need for this character and citizenship education initiative?
2. What are the goals of the initiative?
3. Which core values will be promoted? Why?
4. What instructional skills and strategies will be used? What research supports this approach to teaching and learning?
5. What obstacles need to be overcome?
6. What is the level of commitment to the goals of this initiative?
7. What strengths and resources can be used to reach these goals?

## Handout 9

### Assessing Interactions Within the Environment

What **ceremonies, traditions** and/or **rituals** in the school support the vision statement related to character and citizenship education? Who carries these out? How is that significance communicated, and how well is that significance understood by administrators, teachers, students, parents and community?

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How is **language** used to communicate and support the school's vision statement related to character and citizenship education?

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List examples of **stories** that illustrate and uphold the school's vision statement related to character and citizenship education.

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## Handout 10

### Assessing the Environment

What **artifacts** in the school promote character and citizenship (e.g., awards, photographs, student work, visible statements of vision and philosophy)?

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What **symbols** within the school environment promote character and citizenship (e.g., logos, slogans)?

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# Handout 11

## Developing a Framework for Action

Planning for Character and Citizenship Education		
Focus	Approaches and Ideas	Timeline
<p>1. Building a vision</p> <ul style="list-style-type: none"> <li>• What are the core values of character and citizenship for this school or jurisdiction?</li> <li>• What are the intended results of a culture of character and citizenship?</li> <li>• What specific student outcomes are expected? How will these be measured?</li> <li>• What strategies will be implemented to help students achieve the outcomes?</li> <li>• How will implementation be monitored?</li> <li>• How will results be shared and with whom?</li> <li>• What are good sources of information about character and citizenship education?</li> </ul>		
<p>2. Strengthening school culture</p> <ul style="list-style-type: none"> <li>• How can we gather information about our school needs?</li> <li>• Who are the major stakeholders in our school community?</li> <li>• What major issues are affecting our students and staff?</li> <li>• What actions and strategies can we use to deal with these issues and change our school culture?</li> </ul>		
<p>3. Developing and maintaining leadership</p> <ul style="list-style-type: none"> <li>• How will leadership be developed and sustained?</li> <li>• How will new leadership be encouraged?</li> <li>• What professional development would be helpful to move the initiative forward?</li> <li>• What professional development opportunities will be needed in the future?</li> </ul>		

## Handout 11 (cont'd)

### Developing a Framework for Action

Planning for Character and Citizenship Education		
Focus	Approaches and Ideas	Timeline
<p>4. Sustaining change</p> <ul style="list-style-type: none"> <li>• Is the leadership team made up of individuals representing school demographics?</li> <li>• What resources will enhance implementation?</li> <li>• What are the criteria for evaluating resources for the school and/or jurisdiction?</li> <li>• What strategies would communicate core values and other key messages?</li> <li>• What partnerships with agencies outside the school would support this work?</li> <li>• Which partnerships would encourage students to achieve the outcomes?</li> </ul>		
<p>5. Assessing results</p> <ul style="list-style-type: none"> <li>• What data will be collected at the beginning of the initiative against which later outcomes will be compared (e.g., office referrals, lates, attendance)?</li> <li>• What practical tools can be used to assist with data collection?</li> <li>• Who will compile and analyze the data?</li> <li>• How will the data be analyzed and shared?</li> <li>• What is the most simple, practical approach that will still prove effective?</li> </ul>		

## Step 5 - Infuse Character and Citizenship Education

### Day Two Opener

**Note:** Participants can be asked to bring a story to share about experiences with character and citizenship education initiatives on the second day of the workshop. Day Two can open with each group preparing a brief presentation of their experiences, since the first workshop day, with character and citizenship education initiatives.

Groups can be provided with 10–15 minutes to prepare their sharing presentation. Some possible formats for this may include:

- preparing a flipchart visual to illustrate and share their story (the visual could be an illustration, comic strip, storyboard)
- developing a simple one-minute advertisement to present to the whole group
- creating a simple map with key points to show the journey taken in developing and initiating character and citizenship education initiatives.

Provide time for groups to ask questions and discuss the stories that have been shared.

### Activity 22: Story cards

This activity provides participants with the opportunity to explore experiences of schools and teachers in implementing character and citizenship education initiatives, and reflect on the successes and benefits of these initiatives.

#### Time

- 10–30 minutes (Ensure you plan time limits for each group to share in order to keep to the time allotted for this activity. If you need to use this activity in a shorter time frame, plan to have participants use the story cards to briefly discuss the successes reflected in their assigned card.)

#### Resources

- Story cards (Stories about experiences with character and citizenship education are provided in Chapter 8 of *The Heart of the Matter* on pages 62–70.)

Chapter 8 of *The Heart of the Matter*, on pages 61–72, focuses on integrating character and citizenship education in school activities. The stories for this activity are drawn from this chapter.

- Create the story cards by photocopying the pages, cutting out the stories and pasting them on cardstock.
- Prepare a chart paper with the heading “Successes of Character and Citizenship Education Initiatives” for the front of the room.
- Self-stick removable notes for each group
- Participant Guide, page 40
- **Slides 57–58**

### Process

- Provide each table group with one or two story cards or have them share their own stories.
- Have each group identify elements that contributed to the success of the initiatives and actions described in each story. Record these elements on self-stick removable notes and have a group member stick the group’s self-stick removable notes on the chart paper at the front of the room. Ask participants to reflect on how the stories reflect different approaches on the continuum of character and citizenship education.
- Have groups share their responses with another group.



## Activity 23: Developing indicators

This activity refocuses participants on aspects of school culture that support and help develop character and citizenship education initiatives. The activity helps participants consider how the important attributes of safe and caring schools can reflect actions, behaviours and attitudes of students. They will use the Alberta-based attributes of a safe and caring school to consider how indicators can provide a tool for assessing and developing character and citizenship education initiatives.

### Time

- 30 minutes

### Resources

- Appendix E: Attributes of a Safe and Caring School, in *The Heart of the Matter*, pages 213–214
- Handout 12: Flow Map OR carousel charts, depending on the approach you choose for this activity
- Participant Guide, pages 41–42
- **Slide 59**

### Process

- Provide each group with a copy of Appendix E or refer them to pages 213–214 in *The Heart of the Matter*.
- **Option 1:** Assign one area of the list of attributes in Appendix E to each table or school group.
  - Have table or school groups work together to develop examples of what the attributes would look like in the daily life of the school. To do this, ask participants to focus on the question, “What actions, behaviours and attitudes would you expect to see when members of the school community demonstrate these attributes?”
  - Use Handout 12: Flow Map to record indicators for the attribute they have been assigned. Stress that indicators are statements that describe what an attribute would look like in action – what students, staff and community members would do, experience and demonstrate.
- **Option 2:** Create a chart for each of the six areas of attributes from Appendix E. Provide time for each group to rotate to each chart and record actions, behaviours and attitudes that they would expect to see in their school based on these attributes.
- Provide time for groups to share examples and discuss the benefits of developing indicators for goals and outcomes associated with character and citizenship education initiatives.

Chapter 5 of *The Heart of the Matter*, on pages 37–38, provides suggestions for developing indicators that reflect expectations of what members of a school community should be demonstrating.

- Ask the whole group to consider how indicators can be a useful strategy for exploring school culture, and developing character and citizenship education initiatives.
- Alternatively, indicators can be developed for school goals and vision statements, or for existing character and citizenship education goals and outcomes.

### Attributes of a Safe and Caring School

A safe and caring school is a place where staff, students and parents have a vision for the school based on safe and caring school principles.

Members of a safe and caring school actively encourage practices that model and reinforce socially responsible and respectful behaviours so that learning and teaching take place in a safe and caring environment.

The following attributes, common to all safe and caring schools, provide direction for the development, implementation and evaluation of school principles, policies, programs and practices.

#### Members of a safe and caring school

- foster a climate of interest, caring, safety and concern for all
- support, value and celebrate learning, teaching and student achievement, and
- promote and support community involvement and service to others.

#### They accomplish this by

- demonstrating trust, care and concern for the emotional and physical well-being of all
- respecting the personal space and property of others
- participating in decisions that affect them
- modelling respectful, responsible and caring behaviour and attitudes
- developing self-esteem and emphasizing success, potential and hope, and
- seeking active support from the community for school values.

#### They work cooperatively to develop\*

- students' personalities, talents, and social, physical and academic abilities to the fullest
- respect for basic human rights and fundamental freedoms
- respect for the culture and laws of Canada
- responsible behaviour and friendship which honour ethnicity, religion, gender, age and ability
- respect and responsibility for the natural environment, and
- responsible citizenship in a spirit of understanding, peace, equality, compassion and democratic participation.

\* Adapted from the UN Convention on the Rights of the Child, adopted by the UN General Assembly, 1989.

This appendix is reproduced with permission from The Society for Safe and Caring Schools and Communities, *Supporting a Safe and Caring School: Common Attributes* (brochure) (Edmonton, AB: The Society for Safe and Caring Schools and Communities, n.d.).

#### They provide activities and programs that

- are available to and seek to involve all students
- meet defined needs of a variety of students
- are assessed regularly
- have clearly stated objectives
- nurture a sense of purpose and belonging, and promote school spirit
- involve a support system that intervenes on behalf of students at risk of, or already involved in, violent behaviour, and
- promote, welcome and encourage participation from the home and community.

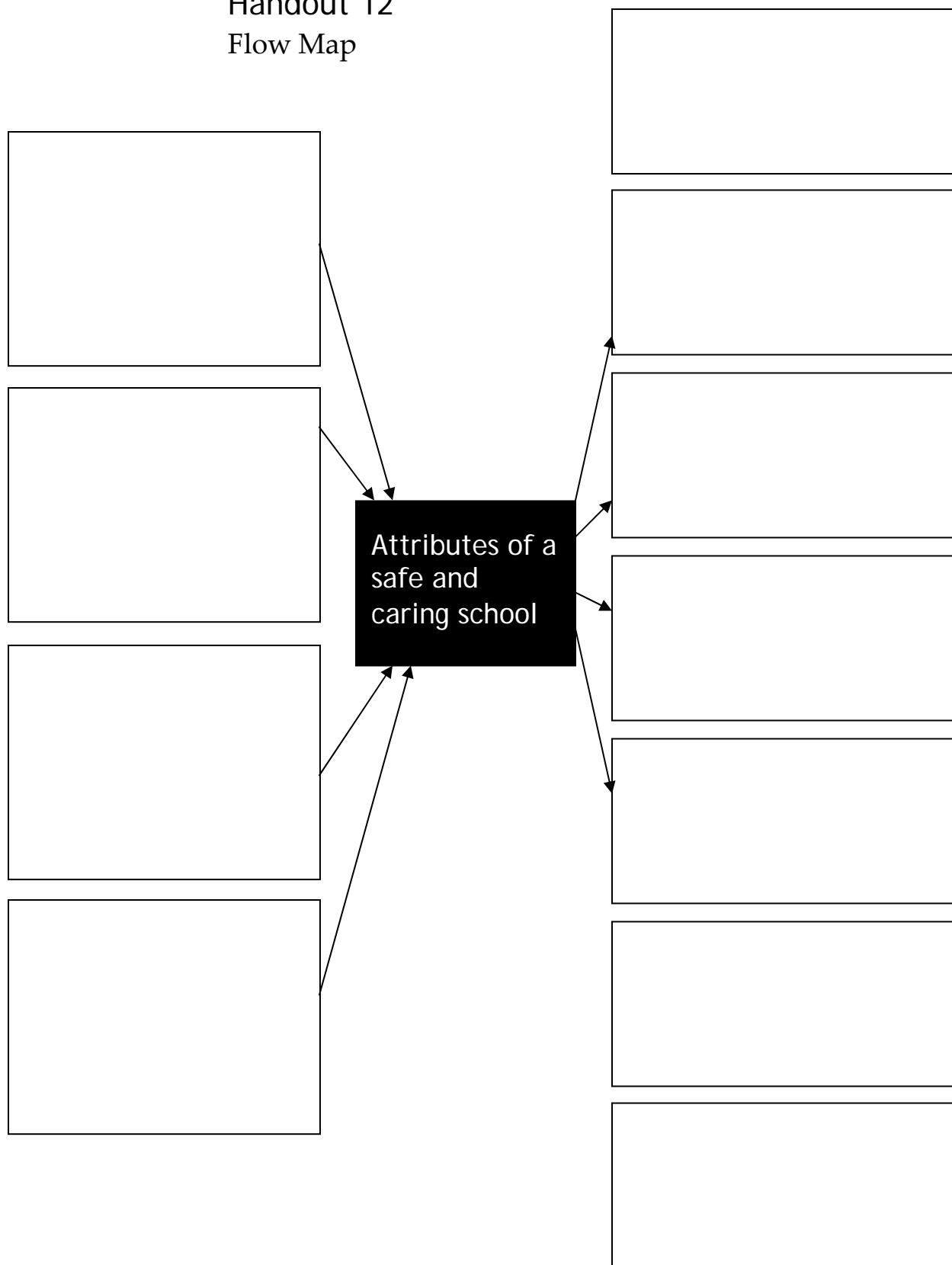
#### They develop behavioural guidelines that

- foster respect and maintain the dignity and self-worth of those involved
- consider the best interests of each student
- involve students in resolving difficulties
- encourage and empower students to acquire and practise appropriate social skills
- take into account each student's age and unique circumstances
- are fair, just and meaningful, and assume that all students have a constructive and relevant role to play in school
- are consistently and appropriately applied
- are developed in consultation with all those affected, and communicated through a policy based on school values, and
- are monitored and evaluated regularly.

#### They choose and fairly distribute resources that

- are current and sufficient
- target specific, identifiable needs, and
- meet objectives that benefit all students.

# Handout 12 Flow Map



Chapter 9 of *The Heart of the Matter*, pages 73–90, provides concrete suggestions for focusing on bullying prevention in the context of character and citizenship education. Appendix G, pages 219–226, provides bullying prevention resources. Handout 13: What I Have, What I Need is provided on page 232.

## Activity 24: Focus on bullying prevention

Many schools identify bullying as an issue. Effective character and citizenship education initiatives work to establish positive school cultures where bullying is less likely to occur. This activity focuses participants on Chapter 9 of *The Heart of the Matter*, which provides concrete information and strategies that can assist schools in addressing the issue within their character and citizenship education initiatives.

### Time

- 30 minutes

### Resources

- Handout 13: What I Have, What I Need
- Chapter 9, pages 73–90, of *The Heart of the Matter*. If the resource is not available, provide a copy of this chapter for each table group.
- Participant Guide, pages 43–44
- **Slide 60**

### Process

- Provide table groups with time to review and discuss Chapter 9 of *The Heart of the Matter*.
- Ask each group to discuss challenges that their school faces in bullying prevention. Have participants identify a challenge and use Handout 13: What I Have, What I Need to explore possible strategies for supporting anti-bullying programs.
- Have groups share ideas with another table group.



This discussion asks participants to consider why character and citizenship education initiatives should be infused into curriculum. The slide content is adapted from Chapter 6 of *The Heart of the Matter*, pages 45–46.

## Explore 25: Infusing across subject areas

This discussion provides participants with an opportunity to start to explore ways that character and citizenship education can be infused across subject areas.

### Time

- 10 minutes

### Process

- Share **Slides 61–64** with the whole group and use the slides to lead into the discussion questions. Refer to Participant Guide, pages 45–46.

### Discussion Notes

Character and citizenship education integrates guiding principles into the existing curriculum, and into daily school experiences and interactions. Social studies is considered the traditional ‘home’ of citizenship education, however there is growing awareness of the role of citizenship education in other subject areas. There are many opportunities to incorporate a focus on character attributes within the Alberta programs of study. Character and citizenship education can be interwoven through every aspect of school life, from how students and staff members greet one another, to how literature and social studies are discussed, to expectations of conduct in sports.

There are a number of strategies for integrating character and citizenship education into existing subject areas. An English language arts teacher may pay special attention to character traits in a novel or may introduce or elaborate themes such as initiative, empathy and fairness in a poem. A math teacher may acknowledge and celebrate perseverance of students who work hard to improve. A science teacher may emphasize the importance of being responsible as a member of a lab group. A social studies class may spend time examining courage or altruism of various cultural groups in history.

The Society for Safe and Caring Schools and Communities programs and resources use a framework of five topics to integrate character and citizenship education across all subject areas.

- Living respectfully/building a safe and caring classroom (developing positive classroom climates, and an understanding of and commitment to respect and responsibility)
- Developing self-esteem (exploring individual strengths and weaknesses, and our relationships with others)

- Respecting diversity and preventing prejudice (learning about and appreciating multiple perspectives)
- Managing anger, and dealing with bullying and harassment (addressing bullying and anger in self and others)
- Resolving conflicts peacefully/working it out together (using skills and courteous behaviours to resolve conflicts and solve problems)

Refer to [www.sacsc.ca](http://www.sacsc.ca) for lessons in all subjects and grade levels that integrate these five topics.

### **Discuss**

Nel Noddings poses five questions to encourage educators to think about curriculum in new ways. What do you think? Discuss your initial reactions to her questions.

1. How is caring an essential part of teaching?
2. Why is it important to teach children to care?
3. How can caring be incorporated into the curriculum?
4. Are some subject areas better suited than others for teaching themes of caring?
5. What might a curriculum that included themes of caring look like and how would it be implemented?

Chapter 6 of *The Heart of the Matter*, on pages 45–56, provides approaches to infusing character and citizenship education across subject areas. Examples of unit outlines are provided in the chapter. Wiggins and McTighe’s list of big ideas is provided on page 47.

## Activity 26: Big ideas

This activity provides an opportunity for participants to make connections between big ideas that support and integrate character and citizenship education initiatives, and curriculum. Participants explore some of the big ideas that recur in character and citizenship education. Regardless of what grade levels or subjects are taught, teachers can find ways to infuse these big ideas across the curriculum.

### Time

- 25–60 minutes

### Resources

- Markers
- Chart paper
- Participant Guide, page 47
- **Slides 65–66**

### Process

- Share Wiggins and McTighe’s list of ‘big ideas’ that support character and citizenship education. These big ideas are provided on **Slide 66**.

### Discussion Notes

Wiggins and McTighe expand on Noddings’ central theme of caring, identifying several other “big ideas” that further support the aims of character and citizenship education. These big ideas can be used to create connections between curriculum, and character and citizenship education initiatives.

- Challenge
- Character
- Community
- Conflict
- Cooperation
- Courage
- Creativity
- Culture
- Democracy
- Discovery
- Exploration
- Fairness
- Friendship
- Honour
- Interdependence
- Invention
- Justice
- Liberty
- Loyalty

### Process (cont’d)

- **Options:** Participants can continue to work with their school or table groups for this activity OR can be asked to form new groups based on grade or divisional levels and/or subject areas.

- Have each group select one of the big ideas and record their idea in the middle of the chart paper. Using a mind map or chart format, ask participants to brainstorm links that they see between curricular areas they are familiar with and the big idea. Have them use flipchart paper to map these links.
- Discuss how these initial ideas can be expanded into unit outlines, using a format similar to that presented in Chapter 6 of *The Heart of the Matter* (see example below). Discuss how developing unit outlines involves clustering outcomes around a big idea that supports and reinforces character and citizenship education initiatives.

### Sample Blended Unit for Grade 4

Science Topic A: Waste and Our World

Social Studies Topic 4.1: Alberta: A Sense of the Land

#### Science Attitudes

*Students will demonstrate positive attitudes for the study of science and for the application of science in responsible ways.*

*Students will show growth in acquiring and applying the following traits:*

- curiosity
- confidence in personal ability to explore materials and learn by direct study
- inventiveness and willingness to consider new ideas
- perseverance in the search for understanding and for solutions to problems
- a willingness to base their conclusions and actions on the evidence of their own experiences
- a willingness to work with others in shared activities and in sharing of experiences
- appreciation of the benefits gained from shared effort and cooperation
- a sense of responsibility for personal and group actions
- respect for living things and environments, and commitment to their care.

#### “Big Idea”

##### Environmental Stewardship

- |                    |                 |                |
|--------------------|-----------------|----------------|
| • appreciation     | • commitment    | • perseverance |
| • responsibility   | • curiosity     | • sharing      |
| • respect          | • confidence    | • cooperation  |
| • care and concern | • inventiveness |                |

#### Social Studies Values and Attitudes

*Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.*

*Students will:*

**value Alberta’s physical geography and natural environment:**

- appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta
- appreciate how Alberta’s fossil heritage contributes to the province’s unique character
- appreciate the variety and abundance of natural resources in Alberta
- appreciate the environmental significance of national and provincial parks and protected areas in Alberta
- appreciate how land sustains communities and quality of life
- demonstrate care and concern for the environment through their choices and actions.

## Explore 27: Meaningful student involvement

This discussion focuses participants on student involvement in character and citizenship education initiatives. Participants are asked to reflect on different levels of student involvement, from nonparticipation to student-initiated, shared decision making.

### Time

- 15 minutes

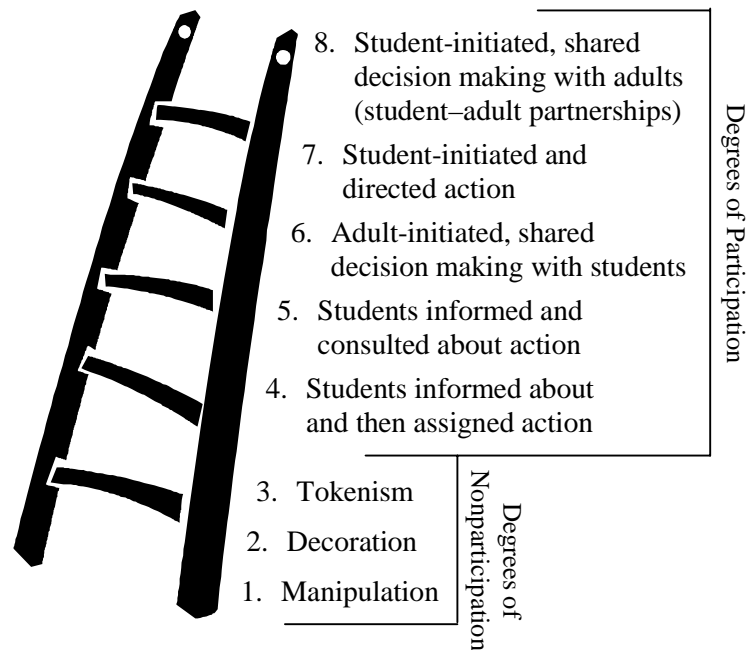
### Process

- Share **Slides 67–71** with the whole group and use the slides to lead into the discussion questions. The Ladder of Student Involvement in School is provided in Handout 14. Refer to Participant Guide, pages 48–50.

### Discussion Notes\*

This discussion introduces participants to the importance of student involvement. The slide content is from the Web site [www.whatkidscando.org](http://www.whatkidscando.org). Chapter 5 of *The Heart of the Matter*, pages 41–43, reinforces students' role in a caring community.

### The Ladder of Student Involvement in School



Adapted from Roger Hart's *Children's Participation: From Tokenism to Citizenship*. New York, NY: UNICEF, 1994.

\* Adapted from Adam Fletcher, "Examining the Meaning of Student Involvement: The Ladder of Student Involvement in Schools," *Soundout.org*, [www.soundout.org/ladder.html](http://www.soundout.org/ladder.html) (Accessed March 2006).

By mapping situations and activities that involve students on the rungs of the ladder, schools can assess their levels of meaningful student involvement.

The higher the rung on the ladder, the greater the meaningfulness of student involvement. Development is not a lock-step process. For example, student involvement can go from the second rung directly to the sixth. The ladder is meant to represent possibilities, not predictions, for growth.

The degrees of participation include (8 being the highest):

- 8) Student-initiated, shared decisions with teachers—Projects, classes or activities are initiated by students, and decision making is shared among students and adults. These projects empower students while at the same time enabling them to access and learn from the life experience and expertise of adults.
- 7) Student-initiated and directed—Students initiate and direct a project, class or activity. Adults are involved only in a supportive role.
- 6) Adult-initiated, shared decisions with students—Projects, classes or activities are initiated by adults, but the decision making is shared with students involved.
- 5) Consulted and informed—Students give advice on projects, classes or activities designed and run by adults. The students are informed about how their input will be used and the outcomes of the decisions made by adults.
- 4) Assigned but taught—Students are assigned a specific role, told about how, and taught why they are being involved.

The degrees of nonparticipation include (1 being the lowest):

- 3) Tokenism—Students appear to be given a voice, but in fact have little or no choice about what they do or how they participate.
- 2) Decoration—Students are used to help or bolster a cause in a relatively indirect way; adults do not pretend that the cause is inspired by students. Causes are determined by adults, and adults make all decisions.
- 1) Manipulation—Adults use students to support causes by pretending that those causes are inspired by students.

“When you do involve students, don’t just go to the student council or the ‘top’ students. They represent just one group. Maybe the students you really need to talk to are the ones who are ditching. The main point is to talk to as many students as possible.”

– Student comment from Practitioners Forum for High School Redesign, 2003  
([www.whatkidscando.org/intheirownwords/perspectives.html](http://www.whatkidscando.org/intheirownwords/perspectives.html))

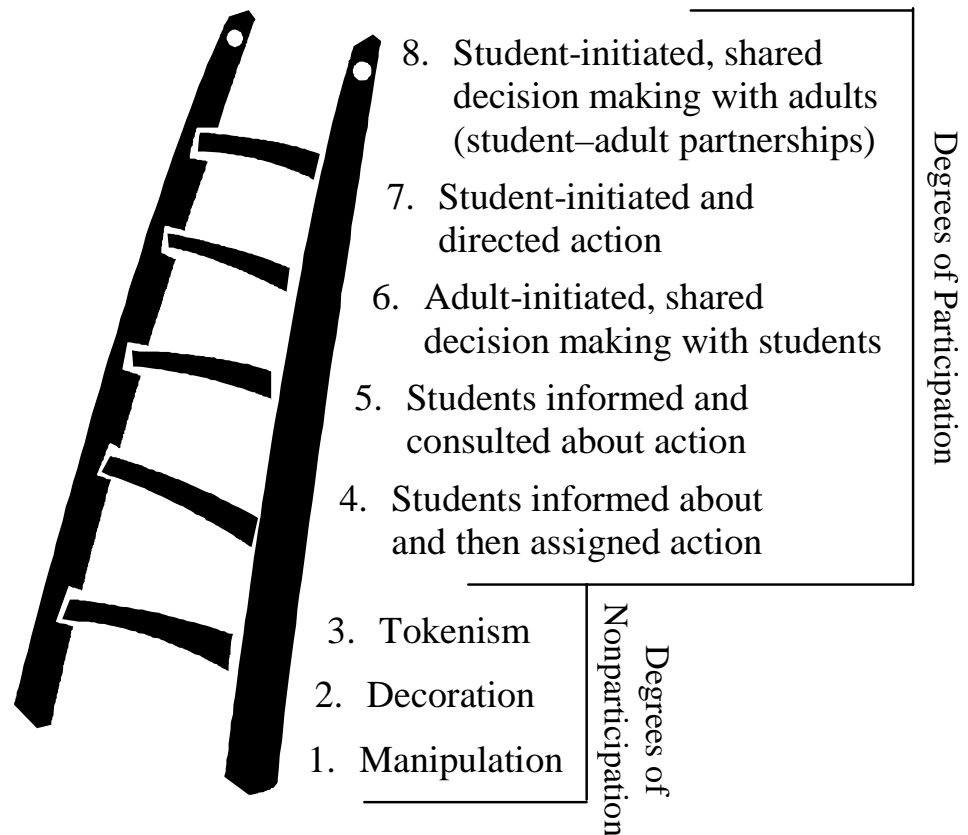
Chapter 8 of *The Heart of the Matter*, pages 61–72, provides a number of ideas for integrating character and citizenship education in co-curricular and extracurricular activities. Examples from this chapter were used in the story card activity. The ladder of student participation could provide a useful lens through which to revisit these ideas and examples.

## Discuss

- How can the ladder of student involvement concept influence decisions about choosing approaches and activities that support character and citizenship?
- How can the ladder analogy encourage thinking about ways to infuse and integrate character and citizenship education across subject areas, and in co-curricular and extracurricular activities?
- How can students use this tool as a means of assessing their involvement in their school community?

## Handout 14

### The Ladder of Student Involvement in School



Adapted from Roger Hart's *Children's Participation: From Tokenism to Citizenship*. New York, NY: UNICEF, 1994.

This graphic reproduced from Adam Fletcher, "Examining the Meaning of Student Involvement: The Ladder of Student Involvement in Schools," *Soundout.org*, [www.soundout.org/ladder.html](http://www.soundout.org/ladder.html) (Accessed March 2006).

This discussion provides a context for thinking about the selection of resources to support character and citizenship education initiatives. The slide content is from Chapter 7 of *The Heart of the Matter*, page 57.

## Explore 28: Choosing resources

This discussion provides an introduction to the importance of selecting resources to support character and citizenship education initiatives. It asks participants to reflect on ways that resources support approaches on the character and citizenship education continuum.

### Time

- 10 minutes

### Process

- Share **Slides 72–74** with the whole group and use the slides to lead into the discussion question. Refer to Participant Guide, page 51.

### Discussion Notes

Many resources and existing programs support initiatives in the classroom and in the broader school community. Many provide strategies for both character and citizenship that range from explicit teaching of values to responsibilities and actions associated with active participation in a democratic society.

Types of Character and Citizenship Education Resources				
Character education		Citizenship education		
Individual		Communities		Society
<ul style="list-style-type: none"> <li>• Character education resources focused on the development of virtues</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills resources</li> <li>• Conflict resolution resources</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Caring Schools and Communities resources</li> <li>• Cooperative learning resources</li> <li>• Classroom meetings, collaborative decision making and cooperative discipline resources</li> </ul>	<ul style="list-style-type: none"> <li>• Prevention of violence, anti-racism, drug and alcohol abuse prevention resources</li> <li>• Peer mediation resources</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights resources</li> <li>• Cross-cultural awareness resources</li> <li>• Service learning resources</li> </ul>

### Discuss

- To what extent do the resources you use in your school reflect different approaches to character and citizenship education?

Chapter 7 of *The Heart of the Matter*, on pages 57–59, focuses on selecting resources for character and citizenship education initiatives. Handout 14: Assessing Resources for Character and Citizenship Education is provided on page 59.

## Activity 29: Picture it!

This activity asks participants to create an analogy for character and citizenship education that is connected to the story, images, concepts or ideas in a picture book. The activity also reinforces the value of using literature to support and enrich character and citizenship education initiatives.

### Time

- 30 minutes

### Resources

- Picture books (one per group). See list below for suggested picture books or create your own set of 6–8 books. You can use the “big ideas” from Activity 26 to help you select books.
- Handout 15: Assessing Resources for Character and Citizenship Education
- Participant Guide, pages 52–53
- **Slides 75–76**

### Process

- Provide a picture book to each table group. Have each group briefly read the picture book. Ask them to create an analogy that compares character and citizenship to the story, images, concepts or ideas of the picture book.
- Then, have groups use Handout 15: Assessing Resources for Character and Citizenship Education to assess the book in the context of character and citizenship education. Indicate that not all questions may apply to the book.
- With the whole group, discuss how resources can support character and citizenship education across subject areas.

### Examples of Picture Books

Bosak, Susan V. *Dream A Tale of Wonder, Wisdom & Wishes*. Whitchurch-Stouffville, ON: TCP Press, 2004. Telephone 905–640–8914. [www.tcpress.com](http://www.tcpress.com). ISBN 1–896232–04–3

\*This book is part of the Legacy Project (a Canadian initiative). There are a number of activities, lesson plans, etc. on their Web site. They also offer exhibits and workshops, and the book can be ordered from them. Telephone 1–800–772–7765. [www.legacyproject.org](http://www.legacyproject.org)

Bouchard, David; paintings by Allen Sapp. *The Song Within My Heart*. Vancouver, BC: Raincoast Books, 2002. ISBN 1–55192–559–1

Fitch, Sheree; illustrated by Janet Wilson. *No Two Snowflakes*. Victoria, BC: Orca Book Publishers, 2001. ISBN 1-55143-227-7

Highway, Tomson; illustrations by Brian Deines. *Dragonfly Kites*. Toronto, ON: HarperCollins Publishers, Ltd., 2002. ISBN 0-00-225527-8

Jeffers, Oliver. *How to Catch a Star*. London, UK: HarperCollins Children's Books, 2004. ISBN 0-00-715033-4

Lionni, Leo. *A Color Of His Own*. New York, NY: Scholastic, 1975. ISBN 0-590-48279-3

Muth, Jon J. *The Three Questions*. New York, NY: Scholastic Press, 2002. ISBN 0-439-19996-4

UNICEF and Caroline Castle (text). *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*. UNICEF/Red Fox, 2002. ISBN 0-09-940865-1

Wood, Douglas; watercolours by Jon J. Muth. *Old Turtle and the Broken Truth*. New York, NY: Scholastic Press, 2003. ISBN 0-439-32109-3

## Handout 15

Assessing Resources for Character and Citizenship Education				
Indicator	Great extent	Some extent	Little extent	Not applicable
To what extent does the resource:				
<ul style="list-style-type: none"> <li>encourage core values as a basis of character and citizenship?</li> </ul>				
<ul style="list-style-type: none"> <li>define “character and citizenship” comprehensively to include thinking, feeling and behaviour?</li> </ul>				
<ul style="list-style-type: none"> <li>use a comprehensive, intentional, proactive and effective approach to character and citizenship development?</li> </ul>				
<ul style="list-style-type: none"> <li>encourage a caring school community?</li> </ul>				
<ul style="list-style-type: none"> <li>provide students with opportunities for moral action?</li> </ul>				
<ul style="list-style-type: none"> <li>strive to foster student self-motivation?</li> </ul>				
<ul style="list-style-type: none"> <li>engage the school staff in sharing responsibility for character and citizenship education?</li> </ul>				
<ul style="list-style-type: none"> <li>foster shared moral leadership and long-range support of the character and citizenship education initiatives?</li> </ul>				
<ul style="list-style-type: none"> <li>engage families and community members as partners in the character and citizenship-building efforts?</li> </ul>				

Chapter 12 of *The Heart of the Matter*, on pages 105–134, introduces a variety of strategies and approaches that support character and citizenship education initiatives. The slide content is adapted from page 105.

## Explore 30: Instructional strategies

This discussion introduces participants to the range of instructional strategies that support character and citizenship education initiatives.

### Time

- 10 minutes

### Process

- Share **Slides 77–80** with the whole group and use the slides to lead into the discussion questions. Refer to Participant Guide, page 54.

### Discussion Notes

Effective instructional strategies help students become independent, strategic learners. These strategies are effective because they provide students with:

- step-by-step explicit instruction
- a variety of instructional approaches and learning materials
- appropriate support that includes modelling, guided practice and independent practice
- opportunities to make meaningful connections between skills and ideas learned in the classroom and real-life situations
- opportunities to be independent and show what they know
- encouragement to plan and self-monitor
- tools for reflecting on, and assessing and evaluating their own learning.

Instructional strategies especially effective in teaching for character and citizenship include:

- cooperative learning
- group discussion
- journals and learning logs
- role-playing
- graphic organizers
- literature response
- service learning
- issue-based inquiry.

### Discuss

- In what ways can instructional strategies support the vision and approach that are part of your character and citizenship education initiatives?
- What instructional strategies are you using that promote active and engaged character and citizenship education?

- How might different instructional strategies promote development of further attributes?

Chapter 12 of *The Heart of the Matter*, on pages 105–134, provides a number of approaches and examples of strategies that support effective character and citizenship education initiatives. Appendix H: Graphic Organizers, Appendix I: Service Learning and Appendix J: Issue-based Inquiry support many of these activities and approaches. The tools provided in these appendices are also available in PDF format at [www.education.gov.ab.ca/CharacterEd/](http://www.education.gov.ab.ca/CharacterEd/).

## Activity 31: Carousel of instructional approaches

This activity provides participants with the opportunity to work cooperatively in a carousel brainstorming format to create lists of instructional approaches, strategies and activities that support and reinforce character and citizenship education initiatives. This activity also provides a whole group product that can be taken away from the workshop.

### Time

- 50 minutes

### Resources

- Markers
- Chart paper
- Chapter 12 of *The Heart of the Matter*, pages 105–134. Also direct participants to Appendices H–J on pages 227–252.
- Participant Guide, page 55
- **Slide 81**
- Prepare one flipchart poster with each of the following strategies:
  - cooperative learning
  - group discussion
  - journals and learning logs
  - role-playing
  - graphic organizers
  - literature response
  - service learning
  - issue-based inquiry.

### Process

- Provide each table group with one flipchart strategy and markers.
- Give each group about two minutes to brainstorm ideas about activities and examples that are connected to the strategy and could effectively support character and citizenship education. Ask groups to contribute their own ideas, or provide ways that the examples provided in *The Heart of the Matter* can be used, adapted or extended into different contexts.
- Have each group leave their first strategy poster on their group table, and rotate to the next table. Provide two minutes at the next table to review what the previous group has brainstormed and add their own ideas. Continue this rotation until each group has visited each of the tables and strategies.
- When the groups have returned to their original tables, have them review and summarize the ideas on their original strategy.

- If time permits, have each group present a brief summary of their strategy to the entire group. The flipcharts can be input into an electronic document and shared with participants after the workshop.

Chapter 13 of *The Heart of the Matter*, on pages 135–138, emphasizes the importance of initiatives that support the needs and priorities of the local school community for effective character and citizenship education. The slide content is adapted from page 138.

## Explore 32: Sustainability

This discussion focuses participants on the issue of sustainability. It leads into a discussion about obtaining commitment to ongoing professional development to sustain character and citizenship education initiatives.

### Time

- 10 minutes

### Process

- Share **Slides 82–85** with the whole group and use the slides to lead into the discussion questions. Refer to Participant Guide, page 56.

### Discussion Notes

Over the years, attitudes towards character and citizenship education have changed, but most people agree that children become good citizens by learning from the adults and the environment around them.

The most effective educators have always taken into account that the school is an important place where learning about citizenship occurs. They have made conscious efforts to give students the knowledge, skills and support they need to develop personally as well as academically. As schools and jurisdictions develop more explicit character and citizenship education, this common-sense approach remains at the heart of any initiative.

By continuing to focus on student learning and growth, schools and jurisdictions create character and citizenship education that builds on existing strengths to produce an even better future for students, schools and communities.

### Discuss

- In what ways can professional development experiences, building staff capacity, professional learning communities and action research be used to support character and citizenship education initiatives?
- What are our plans to sustain learning and achieve the goals of our initiative?

## Appendix A

### Sample Time Formats

Half-day Workshop Sample Format (3 hours)	Time	Page	Goals
<p><b>Activity 1: Puzzling it over</b>            What does character and citizenship education look like?            Open with the puzzle activity and use it to lead into a brief discussion of the goals of the workshop.</p>	15 minutes	13–15	1
<p><b>Explore 3</b>            Provide a concise introduction to the content and organization of <i>The Heart of the Matter</i> using the Table of Contents and providing participants with a few minutes to browse through the resource.</p>	5 minutes	18	1
<p><b>Activity 4: What is the difference?</b>            Have participants use the Venn diagram to consider how characteristics of character education intersect with and are different from characteristics of citizenship education. If time, share the continuum of The Relationship Between Character and Citizenship Education from Explore 5 and provide each table group with five minutes to explore the discussion questions as a table group.</p>	15–20 minutes	19–20	1, 3
<p><b>Explore 8: Choosing approaches and developing strategies</b>            This discussion provides participants with the opportunity to explore key questions related to the purpose of effective character and citizenship education initiatives. Participants are encouraged to consider what makes character and citizenship education initiatives effective and meaningful to local settings.</p>	20 minutes	27–28	1, 2
<p><b>Activity 11: Building an assessment focus</b>            Provide a brief introduction to assessment using the slides from Explore 10. Then, ask participants to mind map key points around different topics relating to assessment of character and citizenship education initiatives. This activity provides a basis for starting to make decisions about developing an assessment plan.</p>	30 minutes	33–34	1, 3
<p><b>Explore 13: School culture</b>            This discussion provides an opportunity for participants to explore the important relationship between character and citizenship education initiatives, and school culture. Participants can use the school cultural audit tool provided in <i>The Heart of the Matter</i> to assess their own school’s culture.</p>	10 minutes	37	1, 2

Half-day Workshop Sample Format (3 hours) (cont'd)	Time	Page	Goals
<p><b>Activity 14: School culture</b> If time permits, provide participants with the school cultural audit tool and the handouts on beliefs about teaching and learning, and provide five minutes for groups to discuss how they might use these tools.</p>	5 minutes	38–41	3
<p><b>Activity 21: Start an action plan</b> This activity supports participants in considering critical elements and influences within their school communities prior to action planning. Tools are provided for assessment and action planning for character and citizenship education initiatives. Shorten the time provided for this activity to 30 minutes.</p>	30 minutes	52–57	1, 2, 3
<p><b>Explore 25: Infusing across subject areas</b> This discussion provides participants with an opportunity to start to explore ways that character and citizenship education can be infused across subject areas.</p>	10 minutes	65–66	1, 2
<p><b>Activity 26: Big ideas</b> This activity provides an opportunity for participants to make connections between big ideas that support and integrate character and citizenship education initiatives, and curriculum. Participants explore some of the big ideas that recur in character and citizenship education. Regardless of what grade levels or subjects are taught, teachers can find ways to infuse these big ideas across the curriculum.</p>	25 minutes	67–68	3
<p><b>Explore 32: Sustainability</b> Provide a brief discussion focusing on the issue of sustainability.</p>	5 minutes	81	1, 2

## Sample Time Formats

One-day Workshop Sample Format (6 hours)	Time	Page	Goals
<p><b>Activity 1: Puzzling it over</b>            What does character and citizenship education look like?            Open with the puzzle activity and use it to lead into a brief discussion of the goals of the workshop.</p>	15 minutes	13–15	1
<p><b>Explore 2: What is character and citizenship education?</b>            This discussion centres on building an understanding of the definitions of character and citizenship education as presented in <i>The Heart of the Matter</i>. It also provides participants with an opportunity to discuss their own goals for the workshop.</p>	20 minutes	16–17	1, 2
<p><b>Explore 3</b>            Provide a concise introduction to the content and organization of <i>The Heart of the Matter</i> using the Table of Contents and providing participants with a few minutes to browse through the resource.</p>	5 minutes	18	1
<p><b>Activity 4: What is the difference?</b>            Have participants use the Venn diagram to consider how characteristics of character education intersect with and are different from characteristics of citizenship education. If time, share the continuum of The Relationship Between Character and Citizenship Education from Explore 5 and provide each table group with five minutes to explore the discussion questions as a table group.</p>	15–20 minutes	19–20	1, 3
<p><b>Explore 8: Choosing approaches and developing strategies</b>            This discussion provides participants with the opportunity to explore key questions related to the purpose of effective character and citizenship education initiatives. Participants are encouraged to consider what makes character and citizenship education initiatives effective and meaningful to local settings.</p>	20 minutes	27–28	1, 2
<p><b>Activity 9: Exploring approaches</b>            This activity introduces several approaches and programs that Alberta teachers can use in their schools to support character and citizenship education. Participants analyze various approaches in order to reflect on their focus and decide which may be most appropriate for the purposes of their character and citizenship education initiatives.</p>	30 minutes	29–30	3

One-day Workshop Sample Format (6 hours) (cont'd)	Time	Page	Goals
<p><b>Explore 10: Assessment</b> This discussion introduces participants to processes involved in assessment of character and citizenship education initiatives. Participants examine and discuss a sample assessment workplan provided in <i>The Heart of the Matter</i>.</p>	20 minutes	31–32	1, 2
<p><b>Activity 11: Building an assessment focus</b> This activity encourages participants to explore various approaches to developing an assessment focus. Participants mind map key points around different topics relating to assessment of character and citizenship education initiatives. This activity provides a basis for starting to make decisions about developing an assessment plan.</p>	30 minutes	33–34	1, 3
<b>Lunch Break</b>			
<p><b>Explore 13: School culture</b> This discussion provides an opportunity for participants to explore the important relationship between character and citizenship education initiatives, and school culture. Participants can use the school cultural audit tool provided in <i>The Heart of the Matter</i> to assess their own school's culture.</p>	10 minutes	37	1, 2
<p><b>Activity 14: School culture</b> This activity asks participants to respond to questions in the school cultural audit tool and explore how their beliefs about teaching and learning can inform choices they make about approaches to character and citizenship education initiatives.</p>	30 minutes	38–41	3
<p>Each group can be assigned one of the activities about leadership capacity, involving families and school–community partnerships (<b>Activities 16, 18 and 20</b>). Each group can then be asked to share insights from their activity.</p>	20 minutes	43–51	3
<p><b>Activity 21: Start an action plan</b> This activity supports participants in considering critical elements and influences within their school communities prior to action planning. Tools are provided for assessment and action planning for character and citizenship education initiatives.</p>	40 minutes	52–57	1, 2, 3

One-day Workshop Sample Format (6 hours) (cont'd)	Time	Page	Goals
<p><b>Activity 22: Story cards</b> This activity provides participants with the opportunity to explore experiences of schools and teachers in implementing character and citizenship education initiatives, and reflect on the successes and benefits of these initiatives.</p>	10 minutes	58–59	2
<p><b>Explore 25: Infusing across subject areas</b> This discussion provides participants with an opportunity to start to explore ways that character and citizenship education can be infused across subject areas.</p>	10 minutes	65–66	1, 2
<p><b>Activity 26: Big ideas</b> This activity provides an opportunity for participants to make connections between big ideas that support and integrate character and citizenship education initiatives, and curriculum. Participants explore some of the big ideas that recur in character and citizenship education.</p>	25 minutes	67–68	3
<p><b>Explore 28: Choosing resources</b> This discussion provides an introduction to the importance of selecting resources to support character and citizenship education initiatives. It asks participants to reflect on ways that resources support approaches on the character and citizenship education continuum.</p>	10 minutes	73	1, 2
<p><b>Activity 29: Picture it!</b> This activity asks participants to create an analogy for character and citizenship education that is connected to the story, images, concepts or ideas in a picture book. Limit this activity by having groups do a quick share of the images they find in the books that relate to character and citizenship education.</p>	10 minutes	74–76	3
<p><b>Explore 32: Sustainability</b> Provide a brief discussion focusing on the issue of sustainability.</p>	5 minutes	81	1, 2

## Sample Time Formats

Two-day Workshop Sample Format – Day 1	Time	Page	Goals
<p><b>Activity 1: Puzzling it over</b>            What does character and citizenship education look like?            Open with the puzzle activity and use it to lead into a brief discussion of the goals of the workshop.</p>	15 minutes	13–15	1
<p><b>Explore 2: What is character and citizenship education?</b>            This discussion centres on building an understanding of the definitions of character and citizenship education as presented in <i>The Heart of the Matter</i>. It also provides participants with an opportunity to discuss their own goals for the workshop.</p>	20 minutes	16–17	1, 2
<p><b>Explore 3</b>            Provide a concise introduction to the content and organization of <i>The Heart of the Matter</i> using the Table of Contents and providing participants with a few minutes to browse through the resource.</p>	5 minutes	18	1
<p><b>Activity 4: What is the difference?</b>            Have participants use the Venn diagram to consider how characteristics of character education intersect with and are different from characteristics of citizenship education.</p>	15 minutes	19–20	1, 3
<p><b>Explore 5: Relationship of character and citizenship education</b>            This discussion asks participants to reflect on their understandings of character and citizenship education, and introduces them to the continuum of character and citizenship education from <i>The Heart of the Matter</i>.</p>	20 minutes	21–22	1, 2
<p><b>Explore 6: Key elements of implementation</b>            This discussion introduces participants to the central purpose of any character and citizenship education initiative, ensuring that it reflects a commitment to improving school and community culture. It sets the stage for the jigsaw group research that follows.</p>	10 minutes	23	2, 3
<p><b>Activity 7: Jigsaw group research</b>            This activity focuses on Chapters 1 and 3 of <i>The Heart of the Matter</i>. It provides an opportunity for participants to share key ideas about elements that influence implementation of character and citizenship education initiatives, using a cooperative jigsaw approach.</p>	45 minutes	24–26	1, 3

Two-day Workshop Sample Format – Day 1 (cont'd)	Time	Page	Goals
<b>Explore 8:</b> Choosing approaches and developing strategies This discussion provides participants with the opportunity to explore key questions related to the purpose of effective character and citizenship education initiatives. Participants are encouraged to consider what makes character and citizenship education initiatives effective and meaningful to local settings.	20 minutes	27–28	1, 2
<b>Activity 9:</b> Exploring approaches This activity introduces several approaches and programs that Alberta teachers can use in their schools to support character and citizenship education. Participants analyze various approaches in order to reflect on their focus and decide which may be most appropriate for the purposes of their character and citizenship education initiatives.	30 minutes	29–30	3
<b>Explore 10:</b> Assessment This discussion introduces participants to processes involved in assessment of character and citizenship education initiatives. Participants examine and discuss a sample assessment workplan provided in <i>The Heart of the Matter</i> .	20 minutes	31–32	1, 2
<b>Activity 11:</b> Building an assessment focus This activity encourages participants to explore various approaches to developing an assessment focus. Participants mind map key points around different topics relating to assessment of character and citizenship education initiatives. This activity provides a basis for starting to make decisions about developing an assessment plan.	30 minutes	33–34	1, 3
<b>Activity 12:</b> Developing an assessment plan This activity provides an opportunity for participants to establish a plan that sets guidelines for assessing components or elements of a character and citizenship education initiative.	30 minutes	35–36	3
<b>Activity 14:</b> School culture This activity asks participants to respond to questions in the school cultural audit tool and explore how their beliefs about teaching and learning can inform choices they make about approaches to character and citizenship education initiatives.	30 minutes	38–41	3
Each group can be assigned one of the activities about leadership capacity, involving families and school–community partnerships ( <b>Activities 16, 18 and 20</b> ). Each group can then be asked to share insights from their activity.	20 minutes	43–51	3

Two-day Workshop Sample Format – Day 1 (cont'd)		Time	Page	Goals
<b>Activity 21: Start an action plan</b> This activity supports participants in considering critical elements and influences within their school communities prior to action planning. Tools are provided for assessment and action planning for character and citizenship education initiatives.		60 minutes	52–57	1, 2, 3
Two-day Workshop Sample Format – Day 2		Time	Page	Goals
Provide time for Day 2 opener.		30 minutes	58	2
<b>Activity 22: Story cards</b> This activity provides participants with the opportunity to explore experiences of schools and teachers in implementing character and citizenship education initiatives, and reflect on the successes and benefits of these initiatives.		30 minutes	58–59	2
<b>Activity 23: Developing indicators</b> This activity refocuses participants on aspects of school culture that support and help develop character and citizenship education initiatives. The activity helps participants consider how the important attributes of safe and caring schools can reflect actions, behaviours and attitudes of students. They will use the Alberta-based attributes of a safe and caring school to consider how indicators can provide a tool for assessing and developing character and citizenship education initiatives.		30 minutes	60–62	3
<b>Activity 24: Focus on bullying prevention</b> Many schools identify bullying as an issue. Effective character and citizenship education initiatives work to establish positive school cultures where bullying is less likely to occur. This activity focuses participants on Chapter 9 of <i>The Heart of the Matter</i> , which provides concrete information and strategies that can assist schools in addressing the issue within their character and citizenship education initiatives.		30 minutes	63–64	1, 3
<b>Explore 25: Infusing across subject areas</b> This discussion provides participants with an opportunity to start to explore ways that character and citizenship education can be infused across subject areas.		10 minutes	65–66	1, 2

Two-day Workshop Sample Format – Day 2 (cont'd)	Time	Page	Goals
<p><b>Activity 26: Big ideas</b>            This activity provides an opportunity for participants to make connections between big ideas that support and integrate character and citizenship education initiatives, and curriculum. Participants explore some of the big ideas that recur in character and citizenship education. Regardless of what grade levels or subjects are taught, teachers can find ways to infuse these big ideas across the curriculum.</p>	25–60 minutes	67–68	3
<p><b>Explore 27: Meaningful student involvement</b>            This discussion focuses participants on student involvement in character and citizenship education initiatives. Participants are asked to reflect on different levels of student involvement, from nonparticipation to student-initiated, shared decision making.</p>	15 minutes	69–72	1, 2
<p><b>Explore 28: Choosing resources</b>            This discussion provides an introduction to the importance of selecting resources to support character and citizenship education initiatives. It asks participants to reflect on ways that resources support approaches on the character and citizenship education continuum.</p>	10 minutes	73	1, 2
<p><b>Activity 29: Picture it!</b>            This activity asks participants to create an analogy for character and citizenship education that is connected to the story, images, concepts or ideas in a picture book. The activity also reinforces the value of using literature to support and enrich character and citizenship education initiatives.</p>	10–30 minutes	74–76	3
<p><b>Explore 30: Instructional strategies</b>            This discussion introduces participants to the range of instructional strategies that support character and citizenship education initiatives.</p>	10 minutes	77–78	1, 2
<p><b>Activity 31: Carousel of instructional approaches</b>            This activity provides participants with the opportunity to work cooperatively in a carousel brainstorming format to create lists of instructional approaches, strategies and activities that support and reinforce character and citizenship education initiatives. This activity also provides a whole group product that can be taken away from the workshop.</p>	50 minutes	79–80	3

Two-day Workshop Sample Format – Day 2 (cont'd)	Time	Page	Goals
<p><b>Explore 32: Sustainability</b>            This discussion focuses participants on the issue of sustainability. It leads into a discussion about obtaining commitment to ongoing professional development to sustain character and citizenship education initiatives.</p>	<p>10 minutes</p>	<p>81</p>	<p>1, 2</p>

