



CHARACTER DEVELOPMENT

PART II

IDENTIFYING INDIVIDUAL STRENGTHS AND NEEDS

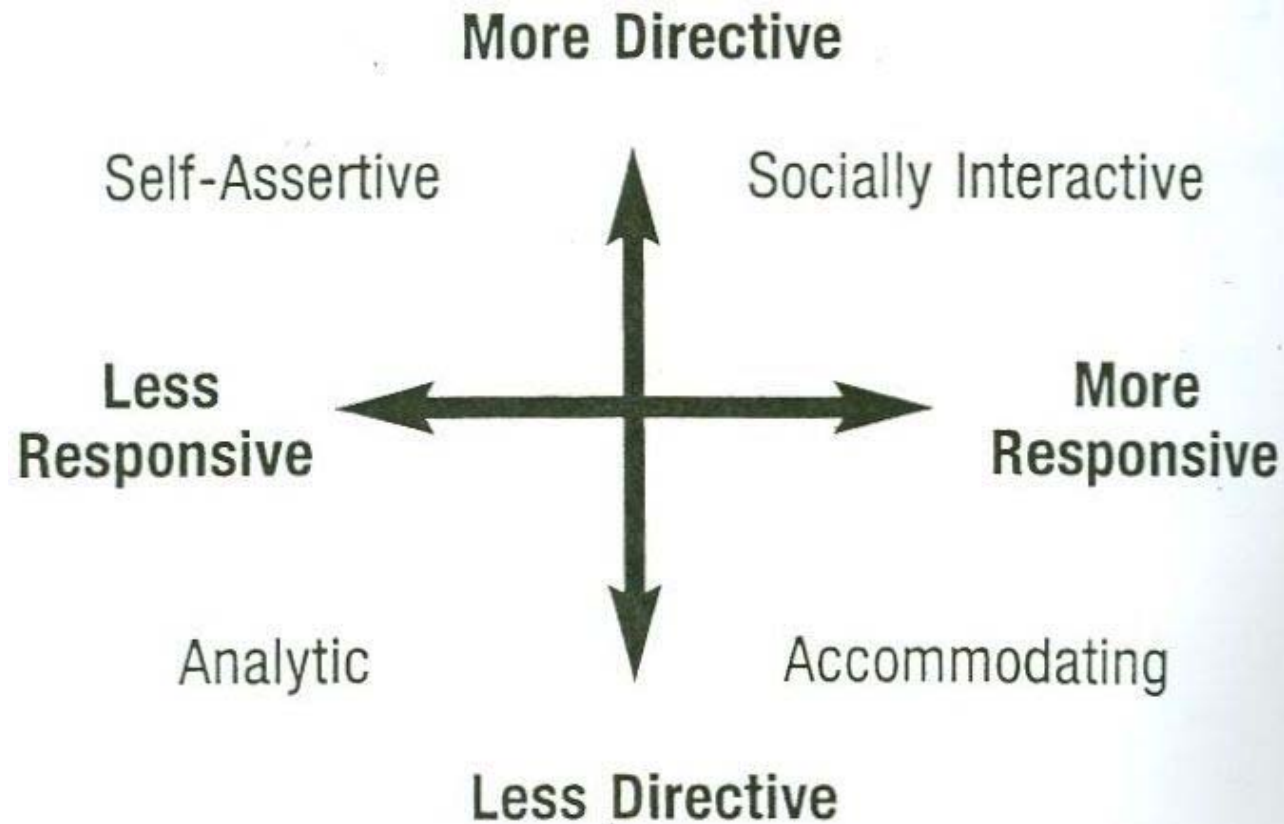


Figure 1 Directiveness Versus Responsiveness

IDENTIFYING INDIVIDUAL STRENGTHS AND NEEDS

Socially Interactive

- ✓ Appreciation
- ✓ Recognition
- ✓ Attention
- ✓ Sociability

IDENTIFYING INDIVIDUAL STRENGTHS AND NEEDS

Accommodating

- ✓ Stable relationships
- ✓ Stable environments
- ✓ Structure
- ✓ Caring Atmosphere

IDENTIFYING INDIVIDUAL STRENGTHS AND NEEDS

Analytic

- ✓ Being understood
- ✓ Affirmation for ideas
- ✓ Order
- ✓ Few but close relationships

IDENTIFYING INDIVIDUAL STRENGTHS AND NEEDS

Self-Assertive

- ✓ Admiration
- ✓ Recognition
- ✓ Authority
- ✓ Autonomy

CHARACTER CLUSTERS

- **Workmanship**
 - Essential to productivity and accepting responsibility for being a responsible member of society
- **Self Control**
 - Allows us to control our behavior and not require immediate gratification also enables us to be patient and calm in challenging situations
- **Relationship**
 - Allows us to get along with others and work cooperatively
- **Empathy**
 - Enables us to put ourselves in each other's situation and to develop an understanding of the plight of others

WORKMANSHIP STRATEGIES

1. Communicating **clear standards and expectations** and including the critical elements of good workmanship as critical to success
2. **Build on skills** students currently possess. Help them develop a list of what they do well, i.e. being on time, beginning work immediately, etc.
3. Help students **define** how they want to be seen as a **good worker** and use that as a **checklist** for rewarding them when they fulfill certain aspects of good workmanship
4. Establish individualized **goals** based on needs and competencies
5. Help students **understand relevance** of what they are doing, the purpose of it, and what skills and knowledge they will acquire

RELATIONSHIP STRATEGIES

1. **Build a sense of class unity** through cooperative activities which celebrate the efforts of each individual
2. Have students **list the social skills** they think are important and engage in a discussion of what it takes to have those skills
3. Have **students assume responsibility** for insuring that everyone is included in class activities
4. **Use class meetings** to talk about how we get to know each other better, share feelings of acceptance, **recognize strengths of each other**, etc.
5. Create relationship charts where students **gain recognition for demonstration of relationship traits**

EMPATHY STRATEGIES

1. Expose students to emotionally arousing situations that are portrayals of misfortunes, distress, etc. **Encourage students to think about others**, their needs and feelings in the various situations
2. **Identify students with empathy traits** and indicate it is their nature to behave in such a manner. Encourage a remark on those traits as they appear or are expressed.
3. Engage in cooperative learning and **focus on developing accepting and respectful attitudes**, understanding and appreciating strengths of others
4. Develop explanations as to **why certain behaviors are harmful to others** and what are alternative responses
5. Insure students **practice respect, courtesy and appreciation** as part of activities

SELF CONTROL STRATEGIES

1. Showing appreciation for **respectful** behavior
2. **Practice handling difficult situations** such as dealing with anger – use role plays and simulations
3. Utilize end of day to **review self control issues** and opportunities
4. Work with students to **develop self management techniques**
5. **Provide recognition** when self control is demonstrated in the class and outside

BEHAVIOR STYLES HAVE AFFINITY TO CHARACTER CLUSTERS

- ⊙ Socially interactive students have an affinity for _____.
- ⊙ Accommodating students have an affinity for _____.
- ⊙ Analytic students have an affinity for _____.
- ⊙ Self-Assertive students have an affinity for _____.

WORKMANSHIP BEHAVIORS WE EXPECT TO SEE WITH A LEVEL THREE SELF ASSERTIVE STUDENT

1. Can be depended on to complete a task
2. Prefers short term tasks
3. As decisive but adaptable
4. Will initially work well in a group but may become overly directive if things don't happen as expected

- ⦿ What Relationship behaviors could we expect to see at each level for a socially interactive student?
- ⦿ What Workmanship behaviors could we expect to see at each level with an analytic student?
- ⦿ What Empathy behaviors could we expect to see at each level with an accommodating student?
- ⦿ What Self Content behaviors should we expect to see at each level with a self assertive student?