Character Development

Definition: *Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.*

Rationale: *Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.*

I.   Core Principles

Students will:

   A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
   B. Develop, implement, promote, and model core ethical and performance principles.
   C. Create a caring community.

II.   Responsible Decision Making and Problem Solving

Students will:

   A. Develop, implement, and model responsible decision making skills.
   B. Develop, implement, and model effective problem solving skills.

Core Principles

A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2	1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). 2. Identify and apply core principles in everyday behavior.	• Students help create and discuss classroom procedures and consequences (for example classroom rules, playground rules, cafeteria manners). • Students identify home and/or community procedures and consequences. • Students do a puppet show or write a story about a core ethical or performance principle (honesty, fairness, responsibility, hard work) • Discuss core ethical or performance principles exhibited by characters in the stories they read.

3-5	1. Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort) 2. Identify and apply personal core ethical and performance principles.	• Students define behaviorally established classroom procedures and possible consequences (for example classroom expectations: use respect when talking; ask for permission by raising hand; don't interrupt (one person speaks at a time); speak in a calm inside voice; playground rules, cafeteria manners). • Students identify how they apply their personal core ethical and performance principles at school, home, and/or the community. (Saying "excuse me" when cutting in front of someone whether at school or in the community grocery store.) • Students role-play scenarios where core ethical or performance principle(s) would be demonstrated. • Discuss core ethical or performance principles historical characters exhibited. (Honest Abe)
6-8	1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.	• Illustrate an individual personal core ethical or performance principle being applied in a visual form (For example, comic strip, thought bubble, advertisement). • Journal about a time your personal behavior has or has not aligned with your personal core principles. • Discuss what you would do when confronted with a moral dilemma (finding someone's ring, finding a lost cell phone, finding the teacher's answer sheet to the test).

9-12	1. Evaluate personal core principles with personal behavior (including ethical and performance principles). 2. Reflect upon personal core principles, appreciate them, and become committed to them.	• Journal about a time your personal behavior has or has not aligned with your personal core principles and then identify what you would do differently next time you are confronted with that situation. • Do a personal SWOT analysis (strengths, weaknesses, opportunities, and threats or obstacles). • Use or develop an integrity checklist or analysis to help determine decisions in certain situations and/or to assess if their behavior aligns with their personal core principles. (for example, integrity checklist developed from a list of integrity qualities gleaned from class discussion or internet search) • Use goal achievement strategies to set a personal core principle goal, document progress and reflect on changes.

B. Develop, implement, promote, and model core ethical and performance principles.

K-2	1. Recognize and celebrate the natural, beneficial consequences of acts of character. 2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action. 3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate. 4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school. 5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.	• Chore chart, job chart, responsibility cards, etc. • Develop Behavior cards (for example, how to walk down the hall with hands by their side). Discuss why this might be helpful. • Classroom meetings to discuss classroom rules, concerns with behaviors, potential corrective actions, and etc. • Celebrate quality social interaction with a class cheer or public recognition of quality social interactions exhibited by students. • Discuss "what are the benefits of sharing, kindness, helping, and other acts of character."

| 3-5 | 1. Assess community needs in the larger community, investigate effects on the community, assess positive, responsible action, and reflect on personal involvement.
2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities.
3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school. | • Students organize and carry out a service learning project based upon community and/or school needs then reflect on the outcome.
• In literature or historical events have students discuss the individual and community rights and responsibilities of the characters or historical figures.
• Discuss responsibilities of owning a pet.
• Discuss sportsmanship.
• Students develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
• Students participate in classroom meetings to resolve personal and classroom concerns. |

| 6-8 | 1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement.
 2. Develop ethical reasoning through discussions of ethical issues in content areas.
 3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.
 4. Practice and receive feedback on responsible actions including academic and behavioral skills. | • Student's research local community, regional and/or national needs, organize, carry out, and reflect on a service-learning project based upon those needs.
 • Students develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
 • Student Government and Student Leadership opportunities.
 • Ethical debates based upon current events.
 • Write alternate endings to stories through changing the behavior of one character or historical events through changing the behavior of a historical figure.
 • Do an impact web of how their actions have affected or could affect others. |

| 9-12 | 1. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement.
2. Analyze ethical dilemmas in content areas and/or daily experiences.
3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community.
4. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills. | • Students research regional, national, or worldwide needs and then organize, carry out, and reflect on a service-learning project based upon those needs.
• Student Government and Student Leadership opportunities.
• Students consistently develop compacts for expected group interactions, reflect on those interactions, and make adjustments for future interactions.
• Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others.
• Review Communities That Care (CTC) or Culture of Excellence and Ethics (CEEA) or other climate and culture survey data. Identify pertinent issues and discuss strategies to improve the climate and culture of the school. |

C. Create a caring community.
   1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

K-2	1. Recognize characteristics of a caring relationship. 2. Recognize characteristics of a hurtful relationship. 3. Identify relationships in their family, school, and community that are caring.	• Create a collage of daily personal and family activities and circle examples of when others are caring or helpful. • Create a collage of careers that demonstrate caring and helpful behavior. • Discuss how characters in a story were caring or hurtful.

| 3-5 | 1. Demonstrate and practice characteristics of a caring relationship.
2. Illustrate characteristics of a hurtful relationship.
3. Practice relationships in their family, school, and community that are caring. | • Role play how supporting someone is a helpful behavior at school, at home, and in the community.
• In pairs, students share behaviors they have witnessed or experienced in school that made them feel cared for and behaviors that were hurtful. The teacher writes these behaviors in a caring or hurtful list on the board and then introduces core principles they represent – fair, responsible, kind – as well as terms that indicate the absence of core principles – unfair, irresponsible, unkind. Students then group like behaviors and think of other behaviors that may represent the core principles listed.
• Students decide on and implement classroom norms based on the core principles listed and discussed.
• Students journal or do a visual illustration on how they have used helpful and caring behaviors in school, in their family, and in the community. |

| 6-8 | 1. Analyze characteristics of a caring relationship and hurtful relationship.
2. Compare and contrast characteristics of a caring relationship and hurtful relationship.
3. Analyze relationships in their family, school, and community that are caring. | • Students develop a cartoon strip that represents an example of caring and helpful behaviors. Students then develop a cartoon strip that represents the same situation except with hurtful behaviors. Students then compare and contrast the outcomes of the behavior.
• Students analyze current events in print or visual media that represent caring and helpful behaviors as well as hurtful behaviors. Students will then determine the ratio of helpful stories to hurtful stories reported.
• Students participate in cooperative learning projects to be presented at a "Core Principles Fair" in which the core principle they have selected helps create caring relationships in family, school, and community. |

| 9-12 | 1. Evaluate characteristics of a caring relationship and hurtful relationship.
2. Manage personal behavior in family, school, and community that contributes to caring relationships. | • Students develop or use an existing culture/climate survey to evaluate caring and hurtful behaviors in their school.
• Students then analyze the results and determine possible interventions to create a more caring community.
• Students present data results and possible interventions to administration, school board, site council, and/or student body.
• Students do a core principle self-assessment on how their behavior contributes to caring relationships.
• Based upon self-assessment results students set personal goals for enhancing their behaviors that contribute to caring relationships, including specific action steps, target dates, and accountability strategies.
• Highlight caring behavior found in the community and recognize participants. |

2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

| K-2 | 1. Demonstrate caring and respect for others.
2. Describe "active listening". | • Follow directions at school.
• Provide time for students to learn each other's names and become better acquainted.
• Activities that allow students to "greet" each other in various welcoming ways – for example by name, handshake, singing, etc.
• Classroom Meetings
• Students describe how a person looks and acts when they are practicing "active listening". (SLANT- Sit-up, Lean forward, Acknowledge, Nod, and Track the talker)
• Students pair up; one person is the talker and the other person the listener. Fellow students then identify characteristics of the listener that represent "active listening". |

3-5	1. Practice empathetic statements and questions. 2. Demonstrate active listening skills.	• Students brainstorm a list of empathetic statements and questions and then identify for what statement or question is best for various situations. • Students role play or design a skit demonstrating empathetic statements and questions for various situations. • Hold class meetings where students are given the opportunity to support each other. • Students role play "active listening" characteristics for various situations, home, school, community. • Students create a visual representation of "active listening" – cartoon, picture, and/or video.
6-8	1. Compare and contrast different points of view respectfully. 2. Practice listening effectively to understand values, attitudes, and intentions. 3. Model respectful ways to respond to others' points of views.	• On the outside of a paper bag, students make a collage of the points of view of others about an issue, on the inside they put pictures/words of their point of view about the same issue. • Do pair-shares where one student must tell their partner's perspective on an issue. • Hold formal debates where the winners are those who showed the most respect.

9-12	1. Communicate respectfully and effectively in diverse environments. 2. Evaluate active listening skills of all parties involved before, after and during conversations. 3. Analyze ways to respond to ethical issues in life as they appear in the curriculum. 4. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact.	• Analyze examples in literature and/or historical events on how the characters or people involved responded to ethical issues. • Students view three different news reports and note the slants each report brings to the same story. • Do Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others.

3. Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.

K-2	1. Recognize and define bullying and teasing. 2. Illustrate or demonstrate what "tattling" is and what "telling" or "reporting" is. 3. Model positive peer interactions.	• Draw a picture of bullying and a picture of teasing. • Students role play "tattling", "telling", and "reporting". • Students identify bullying and teasing situations and then brainstorm strategies on how to handle each situation. • Students role play positive peer interactions in various settings – play ground, bathroom, lunchroom, classroom, etc.

| 3-5 | 1. Differentiate between bullying, teasing, and harassment.
2. Explain how power, control, popularity, security, and fear play into bullying behavior towards others.
3. Describe the role of students in instances of bullying (bystanders, "up standers", students who bully, targets of bullying).
4. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an "up stander" (someone who stands up against injustice).
5. Identify and demonstrate ways a target of bullying can be a part of the solution. | • Create a list of behaviors that are bullying, a list of behaviors that are teasing, and a list of behaviors that are harassment. From these lists develop classroom rules and/or expectations on behavior.
• During a classroom meeting discuss the reasons why bullying takes place and what makes one person popular and another not.
• Discuss how popularity affects power, control, fear, and security.
• Students role play the different roles in bullying – bystander, "upstander", student who bullies, and target of bullying.
• Students identify bullying and teasing situations they have seen happen to others and then brainstorm strategies on what they can do in each situation. Then have the students identify which strategy(s) is an example of being an "up stander".
• Students identify bullying and teasing situations they have had happen to them and then brainstorm strategies on what they can do in each situation. Then have the student role play the strategy that works best for them. |

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6-8	1. Differentiate behavior as bullying based on the power of the individuals that are involved. 2. Model positive peer interactions that are void of bullying behaviors 3. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies. 4. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights. 5. Analyze how a bystander can be part of the problem or part of the solution by becoming an "up stander" (someone who stands up against injustice). Apply empathic concern and perspective taking.	• Students develop skits with effective bystander and/or target strategies and present the skits to elementary students. • Divide students into groups of around 8. Give each group 8 different bullying situations/strategies. Then have the students determine which of these situations would be easiest and hardest to do as a bystander and/or as an individual being bullied. • Students identify bullying and teasing situations in literature, historical events, and/or current situations and analyze the strategies used by the individuals involved for effectiveness. • Have students interview each other with questions that go from surface level to substance level questions.

| 9-12 | 1. Appraise and evaluate behavior as relational aggression and/or bullying.
2. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting.
3. Conclude how to act in accordance with the principle of respect for all human beings.
4. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force.
5. Analyze and evaluate effectiveness of bullying intervention and reporting strategies. | • Students write an advice column letter giving advice on how to effectively handle various bullying situations.
• Students develop skits with effective bystander and/or target strategies and present the skits to middle school students.
• Create a friendship "Bill of Rights" as it relates to bullying and the value of personal rights. Compare each student's friendship "Bill of Rights" to the Bill of Rights.
• Establish a mentoring program with middle school or elementary students.
• Establish a new student welcoming program.
• Have students analyze how bullying relates to genocide and historical events like the concentration camps. |

Responsible Decision Making and Problem Solving

A. Develop, implement, and model responsible decision making skills.
1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

K-2	1. Identify and illustrate safe and unsafe situations. 2. State the difference between appropriate and inappropriate behaviors. 3. Explain the consequences and rewards of individual and community actions.	• Use puppets to illustrate safe and unsafe situations. • Use picture cues to discuss and demonstrate appropriate and inappropriate behaviors. • Students predict outcomes for characters based on their actions in the story.
3-5	1. Compare and contrast safe and unsafe situations. 2. Identify how responsible decision-making affects personal/social short-term and long-term goals. 3. Identify choices made and the consequences of those choices.	• Students write newspaper articles about behaviors that create safe and unsafe situations. • Students brainstorm a list of areas that students can control and consequences for their choices. • Students demonstrate responsible decision-making and how that affects short-term and long-term goals through a creative medium – comic strip, video, poetry, etc.

6-8	1. Manage safe and unsafe situations. 2. Monitor how responsible decision making affects progress towards achieving a goal.	• Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors. • Students write their own 'report card' where they grade themselves on how the responsible decision making skills they are utilizing are making effective progress towards their goals.
9-12	1. Assess lessons learned from experiences and mistakes. 2. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement. 3. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made. 4. Evaluate situations that are safe and unsafe. 5. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.	• Imagine a world where there are no rules. Students write a story describing life in that world. • Students design a public service announcement to inform others on what responsible decision makings skills are. • Students write their own 'report card' where they grade themselves on how the responsible decision making skills they are utilizing are making affective progress towards their goals. • Students develop, implement, and evaluate a student survey that indicates safe and unsafe situations in the school.

2. Organize personal time and manage personal responsibilities effectively.

K-2	1. Identify what activities are scheduled for the day and how much time is spent on each. 2. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.	• Students brainstorm and identify personal activities necessary for each day (for example: brush teeth, comb hair, get dressed, personal hygiene, chores, etc.) • Students brainstorm and identify classroom activities necessary for each day (for example: recess, lunch, taking care of supplies, hanging up coat, etc.) • Generate a list of steps to accomplish personal activities necessary for each day. • Generate a list of steps to accomplish classroom activities necessary for each day.
3-5	1. Create a daily schedule of school work and activities. 2. Identify factors that will inhibit or advance the accomplishment of personal goals. 3. Recognize how and when to ask for help.	• Brainstorm a list of school work and activities for the day. • Students create a chart (pie, web, bar) to demonstrate the amount of time spent on daily activities. • Create a t-chart with the headings "obstacles" and "tools" to accomplish personal goals. Compare and contrast with other students charts. • Draw a cartoon of a time when you had to ask for help. Share with the class. Discuss other possible times a student might need help.
6-8	1. Analyze daily schedule of schoolwork and activities for effectiveness and efficiency.	• Students self-evaluate their planner on a scale of 1 through 5 on legibility, content,

	2. Recognize how, when, and who to ask for help. 3. Monitor factors that will inhibit or advance effective time management.	and effectiveness for managing activities. • Trade planners with another student. Rate that student on a scale of 1 through 5 on legibility, content, and effectiveness for managing activities. Discuss ratings and rationale. • Role-play a scenario of when and how to ask for help. Discuss the process that should take place prior to asking for help. • Identify safe and appropriate sources of help. • Brainstorm a list of factors that inhibit or advance effective time management. Design a brochure detailing/illustrating factors that inhibit or advance effective time management.
9-12	1. Utilize time and materials to complete assignments on schedule. 2. Anticipate possible obstacles to completing tasks on schedule. 3. Organize and prioritize personal schedule. 4. Advocate for personal needs in accomplishing goals.	• Students use class planners to set academic goals both short-term and long-term. • Students set a study time, and also prioritize assignments during that study time. • Students formulate a timeline or agenda of daily assignments and materials needed to complete assignments on schedule (paper/pencil or electronic). • Students write their projected schedule for two weeks then write a reflection paper on what obstacles they anticipate. • Students have small group discussions of their personal obstacles to completing

		tasks on schedule.
		• Design or create a humorous public service announcement warning or obstacles that may prevent you from completing tasks on schedule.
		• In small groups students discuss what tasks/activities/academics/free time/social time should come first, second, etc.
		• Using their planners or a chart, students complete their schedules remembering all the categories listed above.
		• Demonstrate how to organize and prioritize your personal schedule (individually or small group).
		• Students complete a goal map with steps for achievement and for areas in which help is needed.
		• Model advocating for personal needs in accomplishing goals.
		• Describe a person from literature or movies who is advocating for their personal needs and identify how they accomplished their goals.

3. Play a developmentally appropriate role in classroom management and school governance.

K-2	1. Participate in individual roles and responsibilities in the classroom and in school. 2. Recognize the various roles of the personnel that govern the school (all staff).	• Assign students class jobs. • Discuss opportunities to participate in school activities. • Assist students in holding class meetings. • Have staff members discuss their roles in the school with students. • Students make a collage of the different roles staff members have in their school (such as bus drivers, paras, media specialists, counselors, etc.)
3-5	1. Identify and organize what materials are needed to be prepared for class. 2. Understand personal relationships with personnel that govern the school. 3. Discuss and model appropriate classroom behavior individually and collectively.	• Discuss class rules with students regarding what is necessary to be prepared for class. • Students discuss in small groups what they need to be organized, what are some of the problems that keep them from being organized, and what can they do to prevent these problems. Each group will then present to the class as a whole. • Discuss roles of proper roles of students and adults in a school and/or community • Use role-play to model appropriate classroom behavior. • Hold class meetings using appropriate behavior and introduction of parliamentary procedures.

6-8	1. Construct and model classroom rules and routines. 2. Compare and contrast behaviors that do or do not support classroom management.	• Students construct classroom rules and routines during a class meeting. • Using role-play, students act out the rules and routines. • Students design public service announcements to inform others of ways to support classroom rules, formal rules of order, and routines. • In small groups students will use a T-chart to list behaviors that do and behaviors that do not support classroom management, then will present their list to the class.
9-12	1. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines 2. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.	• Students analyze classroom rules and routines during a class meeting • Students dramatize school-wide activities, policies, and routines. • Students compare and contrast classroom rules and school-wide rules to local, state, and national laws. • Students evaluate their personal responsibilities in classroom and school-wide rules as well as local, state, and national laws using a rubric • Write a persuasive letter to the principal, superintendent, school board, or governmental agency supporting a current rule/law, proposing a new rule/law or advocating the need to change a rule or law.

B. Develop, implement, and model effective problem-solving skills

K-2	1. Develop self-control skills, (for example, stop, take a deep breath, and relax). 2. Identify and illustrate the problem. 3. Identify desired outcome. 4. Identify possible solutions and the pros and cons of each solution. 5. Identify and select the best solution. 6. Put the solution into action. 7. Reflect on the outcome of the solution.	• Students discuss the feelings for which they need to develop self-control skills. • Students will draw a picture of themselves using a self-control skill. • Students will role-play using a self-control skill. • Students will discuss a problem they are having in class. • Students will discuss the problem of a main character in the story they are reading. • Students will draw a picture of the problem. • Student will discuss in small groups what they think they would like the outcome to be. • The small groups will report to class what the desired outcome is they have agreed upon. • Students will identify what they think the desired outcome should be in the story they are reading, then discuss whether that is what happened or not, and what outcome is best. • Each small group decides upon the best solution and role-play it to the class. • Each small group decide which solution is best after completing their T charts of pros and cons and report to the class.

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3-5	1. Apply self-control skills. 2. Identify the problem and understand reason for the problem. 3. Identify and analyze desired outcome. 4. Generate possible solutions and analyze the pros and cons of each solution. 5. Select and implement the best solution. 6. Analyze the outcome of the solution.	• Discuss stress and how it affects us. • Students practice in pairs using self-talk. • Teachers model the strategies own self-control skills. (") • Identify problems in the stories they are reading, and discuss if these are similar to problems they are having. • Analyze decisions made by characters in literature. • Create a list of desired outcomes then rank them from best to least. • Small groups role-play an outcome for the class then all analyze and vote on the most desired outcome. • Students will brainstorm all possible solutions. • After brainstorming, students, in small groups, students will use the tool of their choice to list and analyze pros and cons of each solution. • Students will keep a record of when they applied the solution. • Using the record of applied solutions, the student will analyze the outcome of the solution in a reflection paper.
6-8	1. Identify specific feelings about the problem and apply appropriate self-control skills. 2. State what the problem is and identify the perspectives of those involved. 3. Identify desired outcome and discuss if it is	• Students select a national current event and brainstorm using steps 1 through 8 for the problem identified. • Students select a national current event and use steps 1 through 8 to develop a

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	attainable. 4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles. 5. Identify best solution and analyze if it is likely to work. 6. Generate a plan for carrying out the chosen option. 7. Evaluate the effects of the solution. 8. Understand how to make adjustments and amendments to the plan.	written action plan to meet the problem identified. • Students select a personal goal and use steps 1 through 8 to develop a written action plan to meet the goal.
9-12	1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-control and empathy skills. 2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved. 3. Identify desired outcome and analyze if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles. 5. Identify and ask systematic questions that clarify various points of view and lead to the best solution. 6. Reflect on past problems and identify ways to improve. 7. Apply improvement strategies to future projects and situations.	• Students select a global current event and brainstorm using steps 1 through 7 for the problem identified. • Students select a global current event and use steps 1 through 7 to develop a written action plan to meet the problem identified. • Students select a personal goal and use steps 1 through 7 to develop a written action plan to meet the goal. • Students use the problem solving process to discuss a literary character's responses and possible outcomes had the character utilized different solutions.