

Teaching For Moral Character 1

There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive, research-oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.

Understanding Character Education introduces readers to the key ideas, practices and concepts that are shaping character education in schools today. The book explores the principles underpinning character education and the pedagogical practices which ensure it comes alive in schools. Each chapter includes a variety of features to help navigate through the ideas, themes and practices examined. These include:

- Chapter objectives to help readers understand the core focus and intentions of each chapter
- Reflective activities to help readers to think more deeply about particular ideas and issues, and to consider how practices described are, or could be, applied in their own contexts
- Case studies to help readers to understand how character education is approached and implemented by educators in and beyond schools
- Annotated further readings to help readers take a closer and more detailed look at the methods, applications and issues covered

This book is essential reading for all those involved in the teaching and learning of young people, as well as those studying this vital topic on education studies, teacher education and postgraduate level courses. “Highly recommended for all leaders and practitioners dedicated to enabling children and young people to flourish through the development of good character.” Tom Haigh, CEO, Association for Character Education “I wish Chapter 2: The Character of the Teacher was made a compulsory read for every person working in a UK school; that would be transformational.” Nat Parnell, Regional Director, United Learning “A must read for all trainee teachers of any phase.” Catherine Carden, Director of Learning and Teaching, Faculty of Arts Humanities & Education, Canterbury Christ Church University, UK Paul Watts is a Lecturer at the Jubilee Centre for Character and Virtues, University of Birmingham, UK. He has worked closely with school leaders and teachers in the research and development of character education. Michael Fullard is a Research Fellow at the Jubilee Centre for Character and Virtues, University of Birmingham, UK, having previously been a primary school teacher in the UK for 9 years. Andrew Peterson is Professor of Character and Citizenship Education at the Jubilee Centre for Character and Virtues, University of Birmingham, UK. He has worked with a number of schools to develop their approaches to character education.

Arguing for life, moral and values education as a bedrock for the original goals of school education, this monograph explores how life and values education is conceptualised and imparted in Greater China. Under a globalized, transnational, and technological world, where there has been an increase in people’s mobility, in information and cultural exchanges, there is also a growing emphasis on personal and professional

ethics. Against this context, life, moral and values education has gained attention for its impact on shaping students' characters as future citizens. However, the cultivation of these values is made deeply diversified and complex by varying interpretations of "life education" and "values education" across societies, given that different societies are influenced by different socio-cultural traditions, educational ideologies and religious beliefs. The means and approaches towards life education also vary vastly from formal school subjects, school-based programmes as well as teachers and peers' role modelling, community services, extra-curricular activities, school discipline, charity work, pastoral care, and school ethos. Recognising this inherent diversity and complexity in the approach to and the dissemination of life education, the contributors to this volume survey the practice of life education in Greater China so far, suggesting that life education is most effective when it is "diversified, dynamic and developmental across contexts". This book will provide the opportunity for engaging in important and serious debates about the future and the values that will underpin it and will prove of special interest to scholars and practitioners working on education policies curriculum development and teacher education in Greater China.

The Journal of Character Education is the only professional journal in education devoted to character education. It is designed to cover the field—from the latest research to applied best practices. We include original research reports, editorials and conceptual articles by the best minds in our field, reviews of the latest books, and other relevant strategies and manuscripts by educators that describe best practices in teaching and learning related to character education. The Journal of Character Education has for over a decade been the sole scholarly journal focused on research, theory, measurement, and practice of character education. In this issue of the Journal of Character Education we return to something foundational and introduce something new. The foundational element is a set of six independent scholarly manuscripts by a mix of emerging and established scholars. We are pleased to introduce a new feature of the Journal of Character Education in this issue, namely a section we are calling simply "Opinion." We began the JCE with an exclusive focus on publishing scholarship because there was no scholarly journal that focused on character education. Over time we realized that we wanted to speak about practice and particularly to practitioners as well. Hence we created a section we call "Voices" to present innovations and perspectives representing the "voices" of exemplary practitioners of character education. Now we introduce the "Opinion" section that will allow us to publish perspectives from leading authorities in the field that might be more provocative. We would love to hear responses to either or both opinion articles and are working on plans to share such responses, perhaps on one of our related websites. At this point, we plan on publishing more opinion articles, and for now, by invitation. However, we are always willing to consider unsolicited articles for possible inclusion in the JCE.

Throughout history, and in cultures all over the world, education rightly conceived has had two great goals: to help students become smart and to help them become good. They need character for both. Smart & Good High Schools, a 227-page "report to the nation" by Thomas Lickona and Matthew Davidson based on two years of research on American high schools, describes nearly 100 promising practices for developing adolescent character. These practices are organized around a vision aimed at encouraging a paradigm shift in character education: from focusing only on moral

character to focusing on both performance character (needed for best work) and moral character (needed for ethical behavior). The report's research included visits to 24 diverse high schools, a comprehensive research review, and the input of a National Experts Panel and a National Student Leaders Panel. --Publisher description.

The authors chart a middle course in our war over religion and public education, one that builds on a developing national consensus among educational and religious leaders. While it is not proper for schools to practice religion or proselytize, neither is it permissible to make them religion-free zones. Schools do not take religion seriously, as the authors' review of textbooks and the new national content standards makes clear. In Part One, they outline the civic, constitutional, and educational frameworks that should shape the treatment of religion in the curriculum and classroom. In Part Two, they explore major issues relating to religion in different domains of the curriculum in elementary education and in middle and high school courses in history, civics, economics, literature, and the sciences. They also discuss Bible courses and world religions courses and explore the relationship of religion to moral education and sex education. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

This one-of-a-kind, comprehensive history of moral education in American schools provides an invaluable historical context for contemporary debates. McClellan traces American traditions of moral education from the colonial era to the present, illuminating both debates about the subject and actual practices in public and private schools, colleges, and universities. He pays particular attention to changing fashions in pedagogy, to church–state conflicts, to the long decline of character training in the schools, and to recent efforts to restore moral education to its once-honored place. The book concludes with a thorough examination of recent theorists, including Lawrence Kohlberg, William J. Bennett, Carol Gilligan, and Nel Noddings, and an appraisal of current practice in American schools. “In an age of specialists who quite productively write books on relatively narrow subjects imbedded in short time periods, McClellan writes effortlessly about the grand themes and social practices in the history of moral education and character training over several centuries.” —From the Foreword by William J. Reese “I would highly recommend this work to anyone interested in educational policy in general and moral education in particular. . . . There is nothing presently available that is comparable in scope, balance, intellectual coherence, and readability.” —Ray Hiner, University of Kansas

Character Education for 21st Century Global Citizens contains the papers presented at the 2nd International Conference on Teacher Education and Professional Development (InCoTEPD 2017), Yogyakarta, Indonesia, 20—21 October 2017. The book covers 7 topics: 1) Values for 21st century global citizens 2) Preparing teachers for integrative values education 3) Teacher professional development for enhanced character education 4) Curriculum/syllabus/lesson plan/learning materials development for integrated values education 5) Developing learning activities/tasks/strategies for character education 6) Assessing student's character development (values acquisition assessment) 7) Creating/managing conducive school culture to character education. Christian Miller presents a new account of moral character. Most of us are not virtuous. We do not have virtues such as compassion, honesty, or courage. But at the same time, we are not vicious people either. We do not have vices such as cruelty,

dishonesty, or cowardice. Instead most people today have characters which do not qualify as either virtuous or vicious. We have many positive moral features, but also many negative ones too. Our characters are decidedly mixed, and are much more complex than we might have thought. In *Moral Character: An Empirical Theory* Miller outlines a new picture of our moral character which involves what are called Mixed Character Traits. This picture can help make sense of how most of us are less than virtuous people but also morally better than the vicious.

Young people in America today face a crisis of character. Traditional role models continue to disappoint the public, falling short of expectations and fostering cynicism rather than idealism. As a result, many young people struggle to distinguish right from wrong and seem indifferent to whether it matters. It clearly becomes the task of parents and schools to re-engage the hearts and minds of our children in forming their own characters. In *Building Character in Schools*, Kevin Ryan and Karen Bohlin draw from nearly fifty years of combined field experience to offer a practical guide to character education -- designed to help children to know the good, love the good, and do the good. Ryan and Bohlin provide a blueprint for educators who wish to translate a personal commitment to character education into a schoolwide vision and effort. They outline the principles and strategies of effective character education and explain what schools must do to teach students the habits and dispositions that lead to responsible adulthood -- from developing curriculum that reinforces good character development to strengthening links with parents. A useful resource section includes sample lessons, program guidelines, and a parents' list of ways to promote character in their children. *Building Character in Schools* clearly defines the responsibilities of adults and students in modeling and nurturing character and sets forth practical guidelines for schools seeking to become communities of virtue where responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced. In recent years there has been an increase in the number of calls for moral education to receive greater public attention. In our pluralist society, however, it is difficult to find agreement on what exactly moral education requires. *Philosophical Discussion in Moral Education* develops a detailed philosophical defence of the claim that teachers should engage students in ethical discussions to promote moral competence and strengthen moral character. Paying particular attention to the teacher's role, this book highlights the justification for, and methods of, creating a classroom community of ethical inquiry. *The Journal of Character Education* is the one professional journal in education devoted to character education. Our goal is to cover the field—from the latest research to applied best practices. We include editorials and conceptual articles by the best minds in our field, reviews of latest books, ideas and examples of the integration with character education of socio-emotional learning and other relevant strategies, manuscripts by educators that describe best practices in teaching and learning related to character education, and Character Education Partnership (CEP) updates and association news.

Originally published in 1986, this book explores the animating qualities of human character and moral thought and discusses how they place constraints on the adequacy of moral theories. It evaluates some of the major theories in the history of ethics, notably the moral thoughts of Sidgwick, Kant, Aristotle and Hume. The book examines questions of fundamental importance to all of us and broadens the scope and

wisdom of analytical philosophy by conveying the excitement of original philosophical research.

Teaching Character and Virtue in Schools addresses the contemporary issues of quantification and measurement in educational settings. The authors draw on the research of the Jubilee Centre at the University of Birmingham in order to investigate the concern that the conventional wisdom, sound judgement and professional discretion of teachers is being diminished and control mistakenly given over to administrators, policymakers and inspectors which in turn is negatively effecting pupils' character development. The book calls for subject competence to be complemented by practical wisdom and good character in teaching staff. It posits that the constituent virtues of good character can be learned and taught, that education is an intrinsically moral enterprise and that character education should be intentional, organised and reflective. The book draws on the Jubilee Centre's expertise in support of its claims and successfully integrates the fields of educational studies, psychology, sociology, philosophy and theology in its examination of contemporary educational practices and their wider effect on society as a whole. It offers sample lessons as well as a framework for character education in schools. The book encourages the view that character education is about helping students grasp what is ethically important and how to act for the right reasons so that they can become more autonomous and reflective individuals within the framework of a democratic society. Particularly interested readers will be educational leaders, teachers, those undertaking research in the field of education as well as policy analysts with a keen interest in developing the character and good sense of learners today.

Helps student examine the choices made by literary characters in the context of novels to explain moral growth and development.

This book provides a reconstruction of Aristotelian character education, shedding new light on what moral character really is, and how it can be highlighted, measured, nurtured and taught in current schooling. Arguing that many recent approaches to character education understand character in exclusively amoral, instrumentalist terms, Kristjánsson proposes a coherent, plausible and up-to-date concept, retaining the overall structure of Aristotelian character education. After discussing and debunking popular myths about Aristotelian character education, subsequent chapters focus on the practical ramifications and methodologies of character education. These include measuring virtue and morality, asking whether Aristotelian character education can salvage the effects of bad upbringing, and considering implications for teacher training and classroom practice. The book rejuvenates time-honoured principles of the development of virtues in young people, at a time when 'character' features prominently in educational agendas and parental concerns over school education systems. Offering an interdisciplinary perspective which draws from the disciplines of education, psychology, philosophy and sociology, this book will appeal to researchers, academics and students wanting a greater insight into character education.

Children must be taught morality. They must be taught to recognise the authority of moral standards and to understand what makes them authoritative. But there's a problem: the content and justification of morality are matters of reasonable disagreement among reasonable people. This makes it hard to see how educators can secure children's commitment to moral standards without indoctrinating them. In A

Theory of Moral Education, Michael Hand tackles this problem head on. He sets out to show that moral education can and should be fully rational. It is true that many moral standards and justificatory theories are controversial, and educators have an obligation to teach these nondirectively, with the aim of enabling children to form their own considered views. But reasonable moral disagreement does not go all the way down: some basic moral standards are robustly justified, and these should be taught directly, with the aim of bringing children to recognise and understand their authority. This is an original and important contribution to the philosophy of moral education, which lays a new theoretical foundation for the urgent practical task of teaching right from wrong.

Argues reading can develop positive values, and evaluates 300 books

Cultivating Moral Character and Virtue in Professional Practice is a pioneering collection of essays focused on the place of character and virtue in professional practice. Professional practices usually have codes of conduct designed to ensure good conduct; but while such codes may be necessary and useful, they appear far from sufficient, since many recent public scandals in professional life seem to have been attributable to failures of personal moral character. This book argues that there is a pressing need to devote more attention in professional education to the cultivation or development of such moral qualities as integrity, courage, self-control, service and selflessness. Featuring contributions from distinguished leaders in the application of virtue ethics to professional practice, such as Sarah Banks, Ann Gallagher, Geoffrey Moore, Justin Oakley and Nancy Sherman, the volume looks beyond traditional professions to explore the ethical dimensions of a broad range of important professional practices. Inspired by a successful international and interdisciplinary conference on the topic, the book examines various ways of promoting moral character and virtue in professional life from the general ethical perspective of contemporary neo-Aristotelian virtue theory. The professional concerns of this work are of global significance and the book will be valuable reading for all working in contemporary professional practices. It will be of particular interest to academics, practitioners and postgraduate students in the fields of education, medicine, nursing, social work, business and commerce and military service.

Illustrates how domain theory may be used as a basis for social and moral education. Discusses the changes that schools, families, political structures, and economic institutions must undergo if they are to support the moral education of Americans. Essays discuss the teaching of traditional values, moral development, democratic community schools, moral conflict resolution, and the domain approach to values education

An analysis of why American schools fail to provide a moral education argues that the new decision-making-based educational theory fails to teach values

Early childhood, from birth through school entry, was largely invisible worldwide as a policy concern for much of the twentieth century. Children, in the eyes of most countries, were 'appendages' of their parents or simply embedded in the larger family structure. The child did not emerge as a separate social entity until school age (typically six or seven). 'Africa's Future, Africa's Challenge: Early Childhood Care and Development in Sub-Saharan Africa' focuses on the 130 million children south of the Sahel in this 0-6 age group. This book, the first of its kind, presents a balanced

collection of articles written by African and non-African authors ranging from field practitioners to academicians and from members of government organizations to those of nongovernmental and local organizations. 'Africa's Future, Africa's Challenge' compiles the latest data and viewpoints on the state of Sub-Saharan Africa's children. Topics covered include the rationale for investing in young children, policy trends in early childhood development (ECD), historical perspectives of ECD in Sub-Saharan Africa including indigenous approaches, new threats from HIV/AIDS, and the importance of fathers in children's lives. The book also addresses policy development and ECD implementation issues; presents the ECD programming experience in several countries, highlighting best practices and challenges; and evaluates the impact of ECD programs in a number of countries.

Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond. This book addresses some of the central issues in moral and citizenship education facing teachers today, embedding practical considerations in a theoretical context and reviewing teaching, learning and assessment strategies. It draws extensively on research but is written in a clear, accessible style. Citizenship and Moral Education examines the key concepts and provides an up-to-date overview of policy, particularly addressing: theoretical issues, aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum, extra-curricular activities and the school ethos to citizenship and moral education in school teaching strategies, materials, pupil assessment and school evaluation. The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education.

The Death of Character is a broad historical, sociological, and cultural inquiry into the moral life and moral education of young Americans based upon a huge empirical study of the children themselves. The children's thoughts and concerns-expressed here in their own words-shed a whole new light on what we can expect from moral education. Targeting new theories of education and the prominence of psychology over moral instruction, Hunter analyzes the making of a new cultural narcissism.

This book explores the growth of 'character education' in schools and youth organisations over the last decade. It delves into historical and contemporary debates through a geopolitical lens. With a renewed focus on values and virtues such as grit, gumption, perseverance, resilience, generosity, and neighbourliness, this book charts the re-imagining and re-fashioning of a 'character agenda' in England and examines its multiscale geographies. It explores how these moral geographies of education for children and young people have developed over time. Drawing on original research and examples from schools, military and uniformed youth organisations, and the state-led National Citizen Service, the book critically examines the wider implications of the 'character agenda' across the UK and beyond. It does so by raising a series of questions about the interconnections between character, citizenship, and values and highlighting how these moral geographies reach far beyond the classroom or campsite. Offering critical insights on the roles of character, citizenship and values in modern education, this book will be of immense value to educationists, teachers and policymakers. It will appeal students and scholars of human geography, sociology, education studies, cultural studies and history.

Award-winning psychologist and educator Thomas Lickona offers more than one hundred practical strategies that parents and schools have used to help kids build strong personal character as the foundation for a purposeful, productive, and fulfilling life. Succeeding in life takes character, and Lickona shows how irresponsible and destructive behavior can invariably be traced to the absence of good character and its ten essential qualities: wisdom, justice,

fortitude, self-control, love, a positive attitude, hard work, integrity, gratitude, and humility. The culmination of a lifetime's work in character education from one of the preeminent psychologists of our time, this landmark book gives us the tools we need to raise respectful and responsible children, create safe and effective schools, and build the caring and decent society in which we all want to live.

. *Renewal of Life by Transmission.* The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment.

This is a print on demand book and is therefore non- returnable. The teaching of ethics and the transmission of values once performed an integrative function in the Christian college curriculum; however, they have gradually become relegated to a subspecialty status within the philosophy or religion department. Arguing that ethics is everybody's business, Arthur Holmes presents in this book a concise survey of moral education -- its goals and methods -- in the Christian college. Arising out of a three-year Christian College Consortium project, *Shaping Character* reflects the insights of a rich variety of experts, writers, and faculty members. Holmes first orients his readers to the present ethical climate, to theological dimensions and distinctive in ethics, and to moral development theory. He then poses three overall objectives of ethics education -- forming the conscience, making moral decisions, and developing character -- and fleshes out each objective with particular goals. Throughout the book Holmes makes suggestions about the role of faculty and staff, paying special attention to teaching methods and noting the context and dynamics of college life in general. The final chapter summarizes how the Bible functions in ethics. *Shaping Character* is meant for all Christian college teachers, professors, and administrators concerned about student values and the moral condition of our society. The book will serve as a valuable and practical guide for teaching ethics in every department.

Teaching Ethics in Schools: A New Approach to Moral Education is an essential handbook for teachers wanting to bring their classroom practice into line with the ethical understanding requirements of the Australian Curriculum. The book illuminates all kinds of moral dilemmas and contemporary challenges faced by teachers today, such as responsibilities of parents versus schools, and religious versus secular paradigms. It shows how an ethical framework forms a natural fit with recent educational trends that emphasise collaboration and inquiry-based learning. *Teaching Ethics in Schools* demonstrates how an ethics-based model can influence habits of mind and underpin teaching practices to stimulate ethical enquiry, to encourage students to think for themselves and develop good moral judgment, and to promote social values and beneficial outcomes both within the classroom and beyond. Part One provides a clear introduction to the theoretical premise of reflection and collaborative enquiry. It draws on the history of philosophy, and relates this to contemporary school contexts, to

support teachers in their conceptual understanding. In Part Two, an array of activities, exercises and discussion points are provided as stimuli for teachers to adapt and apply across diverse subject areas, throughout all stages of school. The focus lies in preparing students to think reflectively, to question and probe, and ultimately develop their own enhanced capacity for ethical reasoning and considerate behaviour and conduct.

Moral Emotions and Human Interdependence in Character Education challenges contemporary mainstream approaches to character education predicated on individualism, 'essential virtues' and generic 'character skills'. This book synthesizes perspectives from phenomenology, psychology, cultural sociology and policy studies into a unique theoretical framework to reveal how ideas from positive psychology, emotional intelligence and Aristotelian virtues have found their way into the classroom. The idealized, self-reliant, resilient, atomized individual at the core of current character education is rejected as one-dimensional. Instead this book argues for an alternative, more complex pedagogy of interdependence that promotes students' well-being by connecting them to the lives of others. This book is an essential read for academics, researchers, postgraduate students and school teachers interested in character education and social and emotional learning.

To a large extent, the progress of India depends on true and solid education. But what is true and solid education? Man has various powers and abilities—physical, mental and moral. The education, means all three of these. To be specific, man's moral character must be developed along with his mind and body. Real peace and happiness in his life depends on right moral conduct. Morality is essential if we are able to clean away the ills and afflict of our society and our family: These are lying, cheating stealing, bribing, oppression of the poor and injustice of every kind. 'Moral Values' is a series of text books in moral values. The text book in moral values can hardly deals with individual problems. We consider it necessary to alert the teachers and parents about those problems. It will be good to meet such children alone in order to assure them of love and protection. The subject matter of this series will prove helpful to people of all ages. But it will be instructive and interesting for both boys and girls. We hope that this series will help all concerns in the formation of the future generation. Our nation is in dire need of population of high quality of excellent moral caliber.

ANSWERS OF THE EXERCISES FROM THE BOOK IS ALSO GIVEN...

A Christian Education in the Virtues examines the connection between human nature and human flourishing. It draws on ancient and medieval sources to explore the formation of the person based on a Christian anthropology, emphasising the communal nature of the virtuous life and provides a richer approach to the question of contemporary character education. The book argues that the only way to understand and construct our character virtues is to have a clear picture of what is the purpose and meaning of human life. It highlights the importance of engaging with moral issues and makes the case that, for Christian educators, human flourishing is inseparable from God's active relationship to human beings. The book also explores a teleological approach to character education goals. To educate the whole person in the light of an all-embracing Christian worldview is challenged by secular and liberal ideology and is often seen as irrational to the modern mind. Overall, the text seeks to demonstrate that

many aspects of a Neo-Aristotelian-Thomist theoretical underpinning for Christian character education holds out a viable option for Christians. It therefore argues the case for the educational potential of Christian character education. This important book will be essential reading for academics, researchers and students in the fields of character and virtue education, religious education and the philosophy of education. The Open Access version of this book, available at www.taylorfrancis.com/books/oa-mono/10.4324/9781003141877, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

What is character education? Why has it risen up the political agenda in the UK in recent years? And what does it mean in pedagogical practice? This book addresses these questions, challenging the individualistic and moralistic ideas underlying the clamour amongst politicians, educators and authors to promote 'grit', 'resilience' and 'character' in schools. Closely examining a range of teaching resources, the book shows that the development of character is wrongly presented as the solution to a wide variety of social problems, with individual citizens expected to accommodate themselves to the realities of the contemporary economic context, rather than enhancing their capacities to engage in civic and political activities to bring about changes they wish to see. The book argues that there is a tried and tested alternative to character education, which is far more likely to strengthen British democracy, namely, citizenship education.

Books That Build Character
A Guide to Teaching Your Child Moral Values Through Stories
Simon and Schuster

We like to think of ourselves, our friends, and our families as decent people. We may not be saints, but we are still honest, relatively kind, and mostly trustworthy. Miller argues here that we are badly mistaken in thinking this. Hundreds of recent studies in psychology tell a different story: that we all have serious character flaws that prevent us from being as good as we think we are - and that we do not even recognize that these flaws exist. But neither are most of us cruel or dishonest. Instead, Miller argues, we are a mixed bag. On the one hand, most of us in a group of bystanders will do nothing as someone cries out for help in an emergency. Yet it is also true that there will be many times when we will selflessly come to the aid of a complete stranger - and resist the urge to lie, cheat, or steal even if we could get away with it. Much depends on cues in our social environment. Miller uses this recent psychological literature to explain what the notion of "character" really means today, and how we can use this new understanding to develop a character better in sync with the kind of people we want to be.

Although adolescents roll their eyes at adult platitudes, they love to grapple with sticky moral issues, and they value teachers who nurture their growth as moral decision-makers. Instead of offering sermons, precepts, and prescriptions, educators can most effectively instill moral intelligence through example, critical

thinking and role-playing exercises, and real-world applications outside the classroom.

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