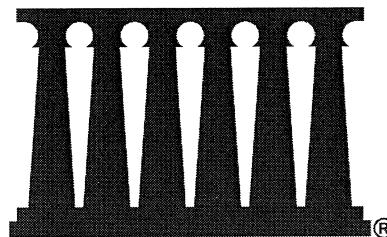


# The Power of PLAY in Character Education



BOOST Conference  
April 27, 2012  
Palm Springs, California



JOSEPHSON  
INSTITUTE  
**CHARACTERCOUNTS!**

A Presentation by Christine Page, Consultant  
**CHARACTER COUNTS!**  
800-711-2670

**CHRISTINE PAGE**

Christine has over 30 years of experience in municipal parks and recreation. She served the residents living and playing in the cities of Des Moines, West Des Moines and Ames in a variety of positions. She retired in 2005 and her desire to continue to make a difference and to play with groups led her to form her own company, Funbrokers, LLC. Chris remains active in the parks and recreation profession and maintains the CPRP (Certified Park and Recreation Professional) status.

Since October 2004, Christine Page aka Funbrokers, LLC consults with the Institute for Character Development at Drake University. Seeing the need to extend CHARACTER COUNTS! beyond the school day to out-of-school time, Chris inspired, A Character Builder's Tool Box. She understands the needs of kids and of youth program staff and draws upon two years of experience leading character building and service learning activities with high risk youth at Oakridge Neighborhood Services Afterschool Program in Des Moines, Iowa.

Funbrokers, LLC compiled A Character Builder's Tool Box Program Guide and one day workshop with over 100 activities designed to implement a CHARACTER COUNTS! program in out-of-school time. Over 300 Iowa providers have received the content since November 2008.

Chris is a graduate of the Trainers Institute by the American Society of Training and Development. She has successfully completed the certification requirements of the CHARACTER COUNTS! Character Development Seminar by the Josephson Institute of Ethics and the National CHARACTER COUNTS! coalition.

Christine is a lifelong resident of Iowa. She lives happily in Des Moines, Iowa with her husband, Greg. She is step-mom to three adult children and grandmother to three grandchildren.

Chris believes there is great power to learn and grow through play. Her favorite quote is "You can learn more about a person in an hour of play than in a year of conversation." - Plato

# The Power of PLAY in Character Education



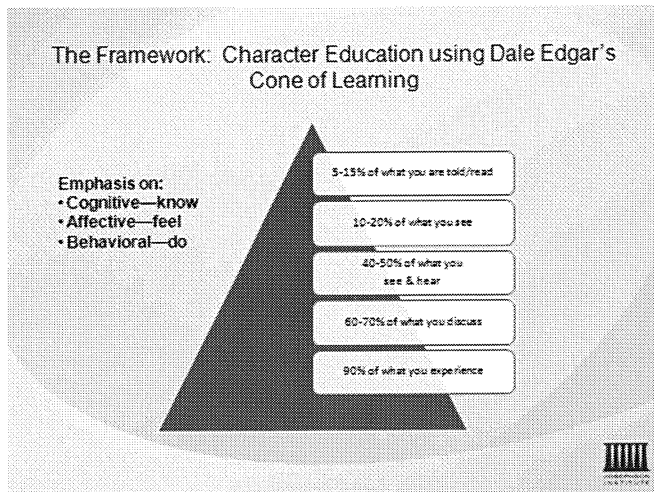
**“I hear and I forget, I see and I remember, I do and I understand...” - Confucius**

Learn why play is powerful in developing character in youth. Take a playful part in a sampling of adventure education, artistic expression and children’s literature activities designed for out-of-school time staff to infuse in their youth programs.

**Learning Goals:**

- 1) Research supports the power of PLAY in character education.
- 2) Applying a widely implemented approach to character education in out-of-school time settings.
- 3) The importance of modeling good character
- 4) Hands-on experience of activities to put into practice in your program.

**1) Research support**




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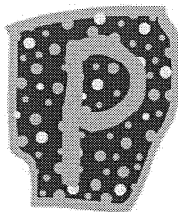


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**Power of Play in character education**



**P = Purposeful:** Know your group and select activities to meet them at their level. Know the purpose for the activity. Let the participants explore the purpose.

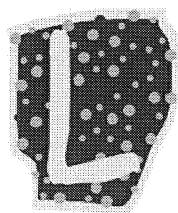
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**L= Laughter:** Fully engage participants in an activity in an atmosphere where they feel safe emotionally and physically. Sequence activities for success.

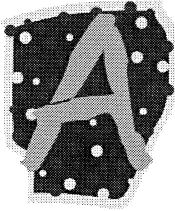
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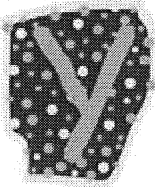


**A= Advancing:** Incent participants to learn and grow their character. Take time to bring meaning to the activity.

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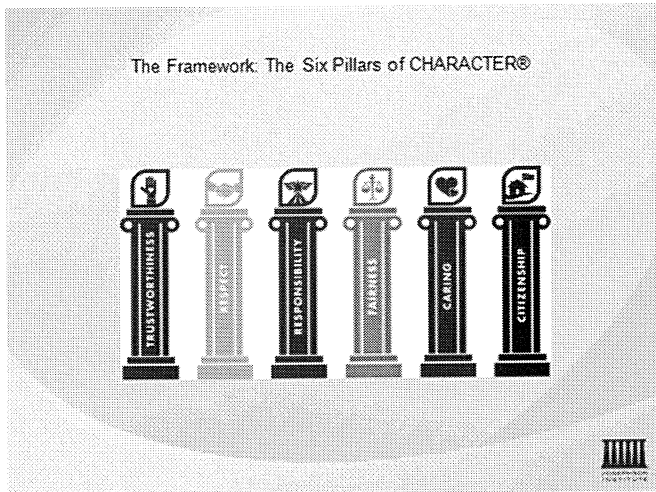
**Y= Youth Character:** Youth learn character largely through relationships with adults of character.

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**2) Applying a widely implemented approach to character education in out-of-school time settings.**



**Know the Six Pillars:** Word Games, Colors, Character Carousel®  
**Feel the Six Pillars:** Arts, Literature  
**Do the Six Pillars:** Action Learning, Teambuilding, Role Play, Presentations, Service Learning

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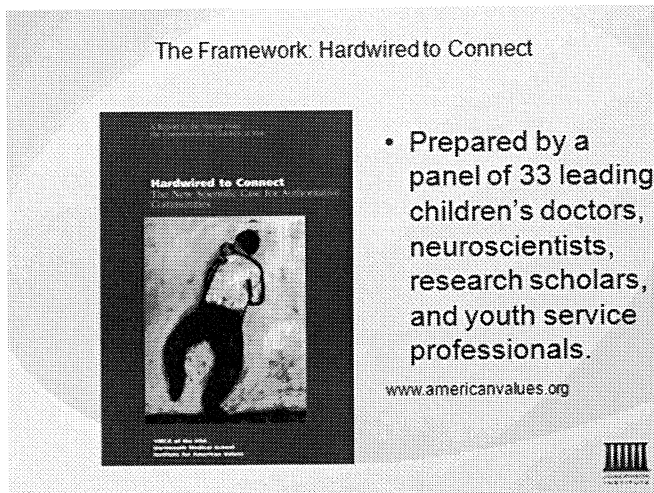
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**3) The Importance of Modeling Good Character**



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**Want more?**  
Christine Page: [funbrokers@mchsi.com](mailto:funbrokers@mchsi.com)

**CHARACTER COUNTS:**  
[www.charactercounts.org](http://www.charactercounts.org)

# The Power of PLAY in developing Character in Youth

**P Purposeful**  
**L Laughter**  
**A Advancing**  
**Y Youth Character**



## **P Purposeful**

**Know your group first. Then you can design the best activities to meet them at their level.**

- Why am I doing what I am doing?
- What will meet the program goals, measures of success?
- Am I creating the commitment and desire to be a person of character?
- Am I building team?
- What do I want the participants to learn?
- What skills do I want the participants to have/develop?

## **L Laughter**

**First, ask yourself (knowing the group) do YOU think it will be fun.**

- Will it actively engage participants?
- Have I created a safe environment where participants are safe physically and emotionally?
- Have I matched the activity with the group stage?
- Am I being creative in matching the skills of the group with the skills required by the Activity? Need to adapt to make it fair for everyone?
- Do I introduce the activity with enthusiasm?
- Can I quickly change the plan if I observe it isn't fun and engaging?

## **A Advancing**

**First, participants must be motivated to advance their character.**

- What external incentive can I initiate to motivate youth to develop their character?
- Have I created caring and nurturing relationships to support character development?
- Am I taking the time to bring meaning to the activities?
- Do I deliver messages about the meaning and importance of the Six Pillars all the time?
- Do I model the Six Pillars all the time?
- Have participants had opportunities to know, feel and do the Six Pillars ?

## **Y Youth Character**

**Youth learn character largely through relationships with adults of character.**

- Have I advanced their consciousness of the Six Pillars in making their choices?
- Have I advanced their ability to relate to others with civility and respect?
- Have I advanced their ability to make good decisions for the best possible result?
- Have I celebrated their character and recognized their individual growth?
- Have I disengaged the group with a feeling of reinforcement and support in their future?
- Have I provided additional opportunities for them to advance their character in the future?

# The Six Pillars of Character®

A person's character is the summation of his or her habits, attitudes, and attributes. Because these qualities are learned, they can be taught. And they should be – because good character doesn't happen automatically. It's too important to be left to chance.

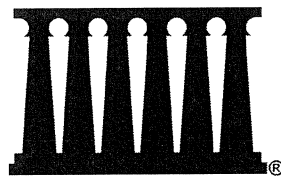
But which ethical values do we all share? Which ones are enduring, universal truths? Which ones transcend political, religious, socioeconomic, and cultural differences?

In 1992, CHARACTER COUNTS! gathered a diverse group of ethicists, educators, and youth leaders at a summit conference in Aspen, Colorado, to answer these questions. They unanimously agreed on six shared values that are central to ethical people's lives, regardless of their differences- the Six Pillars of Character.

**TRUSTWORTHINESS  
RESPECT  
RESPONSIBILITY  
FAIRNESS  
CARING  
CITIZENSHIP**

# **CHARACTERCOUNTS!®**

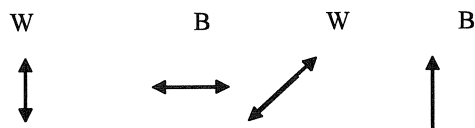
To learn more about how the Six Pillars of Character changes lives, go to [www.CharacterCounts.org](http://www.CharacterCounts.org).



**JOSEPHSON  
INSTITUTE**  
Center for Youth Ethics

# Strategies and Techniques for Character Development

Believe	Model	Consciousness
Concrete	Advocate	Violence
Enforce	Creative	Commitment
Pervasive	Consistent	Teach
Competence	Purposeful	Repetitive



Source: *Character Counts In Iowa* © 2012, [www.CharacterCountsInIowa.org](http://www.CharacterCountsInIowa.org)

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# Welcome Circle

**Type:** Forming

**Suggested Pillar Integration:** Respect and Caring

**Game Objective:** People who represent commonalities run to the center of the circle to be welcomed and to welcome each other.

**Time Frame:** 10 minutes

**Grouping/Size Needed:** Large group in a circle, standing shoulder to shoulder

## Script:

Everybody, follow me! Using both hands, slap your knees twice (Slap, slap)

Clap your hands twice. (Clap, clap)

Put your thumbs up and yell, "Yeah!" Put it all together.

Slap, slap, clap, clap, click, click, YEAH!

**Instructions:** This is our welcome chant. We'll use this to welcome all the different smaller groups represented in our large group.

- When I call out a description that applies to you, run to the center of the circle and quickly form an inner circle inside the larger circle. One person quickly takes the lead and shout: "READY?" This is our signal to all start the chant together.
- When the large circle says "YEAH!" the inner circle points a thumb toward their self.
- The rest in the larger circle point their index finger toward the inner circle being welcomed.
- Then the inner circle people rush back to their original space.
- We get ready to welcome another group.

## 4-5 rounds of questions like:

- Let's welcome all the people who were born here.
- Let's welcome all the people here who graduated from high school.
- Let's welcome all the people here who like to play outdoors.
- Let's welcome all the people here who like to create things.
- Let's welcome all the people who know the Six Pillars of Character!

**CLOSE with:** Is there anyone who we have not welcomed?  
Welcome to all who are ready to have some fun!

**NOTE:** This chant may just carry over for several days as a cheer for good work or a gesture of thanks.

*Source: Origin unknown, contributed by Faith Evans, The More the Merrier Lead Playful Activities with Large Groups – Why, What, How, ©2007, Sam Sikes, Faith Evans, Chris Cavert, 351 County Road 277, Liberty Hill, Texas 78642.*



# Stargate

**Type:** Action Learning

**Suggested Pillar Integration:** Caring

**Learning Objective:** To increase awareness of others and practice words and ways to encourage others and cooperate. Demonstrate appropriate risk taking.

**Time Frame:** 10-15 minutes

**Grouping/Size Needed:** Large group of 20 or create smaller groups with more hula hoops™

**Materials Needed:**

One or more hula hoops™

**Game Objective:** To pass through the Stargate without touching it while offering words of encouragement to others passing through.

**Instructions:**

- The group stands in a line.
- Practice some caring and encouraging words (nice job, keep it up, you're doing great).
- Have 2 participants hold the Stargate vertically between them. These are the only 2 participants who can touch the Stargate.
- Everyone else holds hands and goes through the Stargate without letting go of hands.
- Anyone who is not going through the Stargate gives words of encouragement or physically helps the others through the Stargate.
- Try timing to see if participants can get through the Stargate faster each time.

**Processing the Pillars:**

**WHAT:**

- Did it help to have words of encouragement?

**SO WHAT:**

- How did we handle it if someone touched the Stargate?
- Did we cooperate better or worse when we went faster?

**NOW WHAT:**

- By encouraging each other we can accomplish great things!

*Source: Activity called "Stargate", page 184, Laurie S. Frank. Journey Toward the Caring Classroom, First Edition. OK: Bethany: Wood 'N' Barnes Publishing, © 2004*

# Build Up or Bring Down

**Type:** Get Moving

**Suggested Pillar Integration:** Caring (Forming Stage)

**Time Frame:** 10 minutes or until kids are pooped

**Grouping/Size Needed:** Large Group and lots of space

**Materials Needed:** Traffic Cones - about one cone for every 3-4 people

**Objectives:** To become an advocate for good character in self and others. Making friends.

## Instructions:

- Assign kids to either be a “Builder” or a “Bulldozer” for first round.
- Builders—use their feet and run around to the traffic cones on the ground to stand the cones up.
- While Bulldozers—use their feet and run around the traffic cones standing upright by a Builder and knock it over like a Bulldozer.
- Shift roles so every kid has a chance to play both parts.

**Note:** this is an active game and players get really excited. It needs to be played with respect and care for others safety. You may want to consider “fast walking” rather than “running” as a rule.

## Processing the Pillars:

### WHAT:

- Are there people who build character up in others?
- Are there people who bring down character in others?

### SO WHAT:

- What do friends do who build character in others? (show appreciation, respect you for who you are, etc.) Are there people who bring down character in others?
- What do people do to others to tear down their character? (pressure friends to break rules, hurt others, etc.)

### NOW WHAT:

- When you choose to make a friend, would you like to have a friend who builds you up as a person or a friend who brings you down as a person?
- One that builds character or brings down your character?

*Source: Character Counts In Iowa © 2012, [www.CharacterCountsInIowa.org](http://www.CharacterCountsInIowa.org)*

**Corduroy, By Don Freeman**  
**Published by: Puffin Books, 1968**

**Suggested Pillar Integration:** Caring

**Prior to Reading:**

*Inferring*

Show the cover of the book to children and think of ways that caring can be demonstrated, or personal experiences that are caring. What does the teddy bear, Corduroy, make you think of?

**During the Story:**

*Text Questions*

How do you think Corduroy feels when he waits day after day for someone to take him home?

How do you think he feels when the little girl stops and wants to take him home?

Is the night watchman **caring** towards Corduroy?

What tells you that Lisa is a very **caring** girl?

**Processing the Pillars:**

**What:**

- What can you do to be caring towards others?

**So What/Now What:**

- What do others do to show you they care for you?

**Extension Activities:**

Care Bear Card

Ways to Say Thank You

# Captain TRRFCC

**Type:** Role Play

**Suggested Pillar Integration:** Respect

## Materials Needed ( per child):

- Large piece of white paper (like a piece of easel paper) for each group.
- Badge outline or blank paper for participants to create their own
- Crayons/Markers
- Scissors

## Instructions:

- Put the large piece of white paper in a place where all in the group can see it.

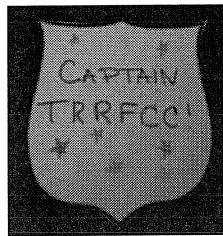
Ask and write answers to the following questions:

- Who are some Super Heroes you read about?
- What does a Super Hero do?
- What are the qualities you think of in a “Super Hero”
- Sometimes we cannot tell who is a hero. They do not always wear a cape or mask. We need to watch what they do and how they act to know.
- Let’s create a Super Hero called Captain TRRFCC. Be sure to use all the colors of CHARACTER COUNTS!
- Draw the Super Hero badge and cut out.
- Tape or safety pin to each participant so they can wear their Captain TRRFCC badge.

## Processing the Pillars:

- What special powers does your Captain TRRFCC possess?
- What Pillars of Character Counts does your Captain TRRFCC live by?
- How is your Captain TRRFCC a super hero to others?

**Example:**



Source: *Character Counts In Iowa* © 2012, [www.CharacterCountsInIowa.org](http://www.CharacterCountsInIowa.org)

**Captain TRRFCC**

**YOUR CHARACTER COUNTS !**

