

# Developing Moral Skills for the Catholic School

2013d



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# Character

# Character

destiny

# Character

The sum of my virtues and my vices.

# Virtue and Vice

## Vice

- **bad habits**

## Virtue

- good habits

# Character

- Who I am today as a result of everything I have become and overcome in my life so far, plus what I become and overcome today.

# Character

The kind of human being that I am.

# Character

Who I am.



# Coping



- Anger control
- Emotional management
- Impulse restraint

# Cooperation



- Social skills
- Language routines
- Skills to get along
- Success skills

# WHAT WON'T AND WHAT WILL GET YOU IN THE CONVERSATION

Pair up with one other  
person and decide who will  
be “A” and who will be “B”



# WORKING WITH A PARTNER

- A: talk about something that is really important to you.
- B: gradually back away from A.

# WORKING WITH A PARTNER

- B: talk about something that you need.
- A: do everything but listen: answer your cell phone, comb your hair, check your makeup, look in your organizer, etc.



# WORKING WITH A PARTNER

- A: talk about something totally trivial and unimportant that happened.
- B: be so empathic and understanding that you actually scare A.

# WORKING WITH A PARTNER

- B: talk about something that happened today.
- A. maintain direct eye contact at all times no matter what happens.



# WORKING WITH A PARTNER

- A: talk about a problem.
- B: don't let A finish, or even fully explain the problem; as soon as you have any idea what it is, start giving advice; don't worry about whether it makes any sense, just advise, advise, advise.



# WORKING WITH A PARTNER

- B: talk about a problem.
- A: whatever it is, top A. If A cut his or her finger, you lost your arm, etc.

# WORKING WITH A PARTNER

- A: Talk about a problem.
- B: Point out how this is completely A's fault, sparing no details. Extra points for sarcasm.



# WORKING WITH A PARTNER

- B: talk about a problem.
- A: point out that no one else has this problem, no one else is having this difficulty; it is only you.

# How can I communicate effectively?

**Don't eyeball:  
maintain a triangle  
when you want to talk.**

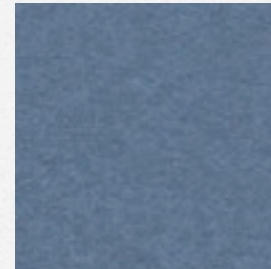




# How can I communicate effectively?

Ask questions that can't be answered with

- yes,
- no,
- nothing or
- I don't know.



# How can I communicate effectively?

Use the right proxemics to show

- interest
- without over doing it.



# How can I communicate effectively?

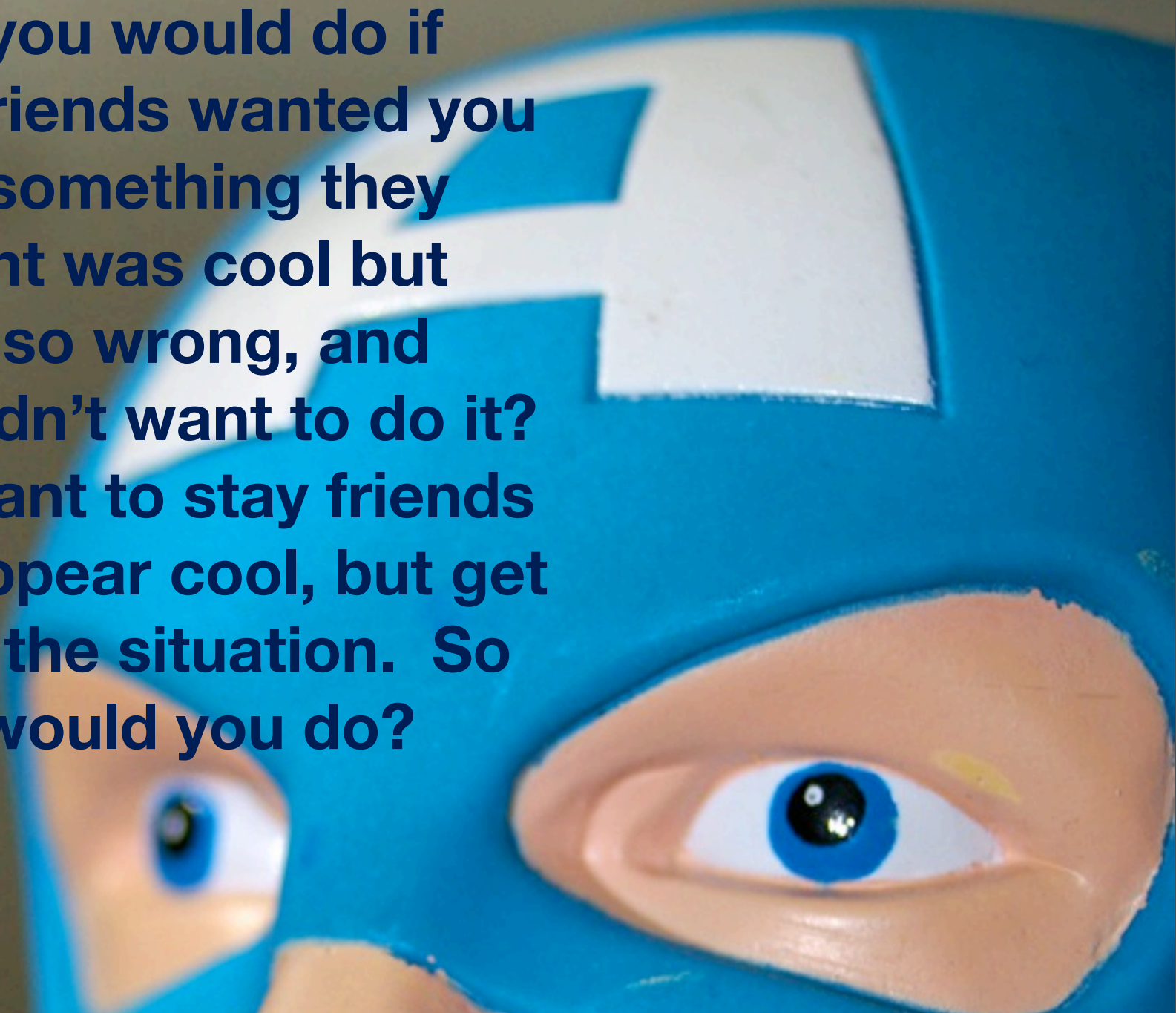
**Listen, share from your experience,**

- **summarize but avoid advice unless it is asked for;**
- **don't trivialize or try to top other people.**





**What you would do if your friends wanted you to do something they thought was cool but was also wrong, and you didn't want to do it? You want to stay friends and appear cool, but get out of the situation. So what would you do?**





Do you need to tell an adult?

is it illegal? is it unsafe?  
could you or someone else get hurt?

## 9 things you could do

refuse-wrong	refuse-not fun	throw a curve
tell a joke	leave/siphon off a group member	appeal to authority
change subject	suggest another activity	“can’t get in trouble again”

## In a fight: 6 solutions

<p>“I’m not x because of you?”</p>	<p>“you’ve got the wrong idea”</p>	<p>throw a curve</p>
<p>tell a joke</p>	<p>leave/siphon off a group member</p>	<p>appeal to authority</p>

# Anger Tool One

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*Don't go there.*



# Anger Tool Two

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*Move,  
stretch or  
breathe.*

# Anger Tool Three

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- 1. Keep your teeth together, and*
- 2. Stretch your fingers to the ground*

*or*

*palms flat, fingers stretch*



# Anger Tool Four

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1. *Backward count*
2. *Breathe deeply*
3. *Puzzle solve*
4. *Visualize*

Tools for the reading

Genesis and Isaiah

Wilfred Gordon McDonald Partridge

God calls us to remember who we  
are, honor our commitments and do  
what we say we will do.



- warm
- sad
- laugh
- precious

The main Idea:

Doing what you say you will do

- Know
- Check
- Strong
- Do



# Know

I can know what it is that I said I would do. I didn't forget it or let excuses get in the way; I can remember back to what I said I would do and when I was going to do it. Timing can be important when following through on your actions. In the reading in Deuteronomy God is asking his people to follow through on their commitment to Him.




# Check

I can check with people who I trust and who care about me. I can make sure they support me in doing what I say I will do. I could even ask someone to remind me. I can check to make sure I have everything I need to do what I said I would do. I can pray and check with God and ask for his help and support. Was there a time in the story when Wilfred checked with his friends who cared about him?



# Strong

I can be strong. It will take a lot of effort sometimes to follow through on doing what I said I was going to do. I will have the strength to stay focused and not get distracted. I can ask God for the strength to follow through. What is an example of someone being strong in one of the readings from today?





# Do

I can follow through. Doing what I say I am going to do can be powerful. Even though it may take effort and strength it sure feels good to stay focused and follow through. In the old testament God's people gained strength by staying focused on God and not getting distracted by other gods. Share an example with the person next to you about a time when you felt good about following through on what you said you were going to do.



# Teaching Social Skills

*directly*



# SPECIFIC SOCIAL SKILLS TRAINING

- ◆ 1. explain that being successful in school often means getting along with other people – which means being able to cooperate with other people as well as being able to cope with situations with people
- ◆ 2. many people skills can be learned and practiced like math problems by learning when the skill is needed, the steps to follow in the skill, and then practicing the skill in a life like situation, a role play



# SPECIFIC SOCIAL SKILLS TRAINING

- ❖ 3. for each social skill explain a situation where this skill would be useful, explain the steps and then practice the skill in a role play



# Complimenting

- ◆ 1. plan what to say
- ◆ 2. choose a good time
- ◆ 3. say it
- ◆ 4. listen to the other person
- ◆ 5. move on
- ◆ possible role play: a possible friend in good at playing a game



# Complaining

- ◆ 1. plan what to say
- ◆ 2. choose a good time
- ◆ 3. anticipate the response
- ◆ 4. say it
- ◆ 5. listen to the person
- ◆ 6. decide if you agree
- ◆ 7. move on
- ◆ possible role play: someone has taken your things



# Hearing Compliments

- ◆ 1. hear the person
- ◆ 2. accept if you wish
- ◆ 3. move on
- ◆ possible role play: an adult says something nice that embarrasses you



# Hearing Complaints



- ◆ 1. hear the person
- ◆ 2. decide if you agree
- ◆ 3. respond or not
- ◆ 4. move on
- ◆ possible role play: an adult says something that hurts your feelings



# Not Getting What You Want



- ❖ 1. hear the person
- ❖ 2. say: oh well
- ❖ 3. think: what next
- ❖ 4. move on
- ❖ possible role play: you don't get to do the activity you want right now



# Entering an Activity



- ◆ 1. stop
- ◆ 2. watch
- ◆ 3. wait
- ◆ 4. enter
- ◆ possible role play: you want to join other kids in a game