

# Character and Leadership

## Definition of leadership:

Positively engaging and serving others in order to move communities forward in a positive way.

## Lower School Vocabulary

Belonging

Character

Community

Empathy

Fairness

Honesty

Kindness

Leadership

Perseverance

Respect

Responsibility

Service

## Lower School Outcomes:

By the end of the fourth grade, every Marksman will be able to articulate and explain the following concepts:

**A. HEAD / concepts: In his head, a good man needs to understand the complex workings of the world.**

### CONTENT (vocabulary)

- Responsibility
- Community
- Character
- Belonging
- Leadership
- Service

### SKILLS

- Students will be able to define and explain these terms in their own words.
- All 4<sup>th</sup> graders can be expected to describe behaviors that correlate to these concepts.
- All 4<sup>th</sup> graders will be able to provide examples of characters in literature or figures in history who demonstrated these concepts through their actions.

### ASSESSMENT

Faculty will create assessments that ask the boys:

- What do these virtues look like each day?
- What behaviors do you do that demonstrate these concepts?
- Why is it important for you and the community to develop these concepts into daily behavior?
- In what ways do you want to continue to improve your actions according to these concepts?

**B. HEART / virtues: In his heart, a good man needs to develop these essential virtues and translate these virtues into daily actions whether alone or in community.**

### CONTENT (vocabulary)

- Honesty
- Respect
- Kindness

- Fairness
- Perseverance
- Empathy

### SKILLS

- Using kind words
- Active listening
- Being thoughtful of others' feelings (demonstrating empathy)
- Sharing belongings, ideas, and materials on the playground
- Resolving conflict
- Identifying the needs of friends and doing something to meet those needs
- Seeking to be inclusive of fellow students

### ASSESSMENT

- Each student should practice these virtues daily and try his best to show he understands the virtue and its correlative behavior.

C. **HANDS / skills:** With his hands, he needs to provide care skillfully through the varied roles and relationships he enjoys.

### CONTENT (vocabulary)

- Giving care
- Listening to others
- Including
- Sharing
- Communicating

### SKILLS

***Positive engagement.*** The students will identify opportunities to practice their skills through engagement. Examples include:

- Using TELOS class time and buddies for active engagement and learning.
- Experiences including role playing, writing and interpreting scripts, participating in the new 4<sup>th</sup> grade Life Skills curriculum, in-class virtue discussions during morning meetings and read-aloud time, and purposeful perspective taking to foster greater empathy.
- Active engagement and learning during the day on campus.

- Work collaboratively in different roles, learning to take on new roles, and supporting classmates who are trying to find ways to engage.

### *Skillful service*

- Writing letters to soldiers, providing blankets or cards for community members in need, taking time to perform random acts of kindness.
- Student council and ambassadors, 4<sup>th</sup> Grade/6<sup>th</sup> Grade picnic and creating prayer flags (tangibles) with service goals for the next year, expressions of gratitude together as a collaborative team
- Creating opportunities to contribute beyond Lower School. (i.e., helping middle school and upper school student service initiatives.)

### *Coordination of others*

- Each grade or class adopt a department at school and have the boys initiate, plan and carry out acts of gratitude or support for that department throughout the year (helping clean the tables at lunch, aiding in moving items or cleaning an area of campus, etc.)
- It may also be possible to establish a big family event to engage in a coordinated service effort or all go on a small walk-a-thon around the track for a cause that the boys choose.
- Provide a grade or homeroom the opportunity to identify a need and coordinate a response to meet that need.

### ASSESSMENT:

- Collect artifacts during each student's year in Lower School that demonstrate a boy's growth over time in his skill development in the key areas identified for all 4<sup>th</sup> grade students.
- The student will write and present a narrative report about his journey in Lower School and the ways he is growing into a Marksmen who is ready for Middle School. In his report, the student will not only articulate and explain the essential concepts, he will also explain how his skills have helped his community and what he has gained by it as well.