



THE VIRTUES PROJECT™
Bringing Virtues to Life

Enhancing Restorative Practices with The Virtues Project



“It is easier to build strong children than to repair broken men.”

~Frederick Douglass

Facilitated by

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GEMS I WANT TO REMEMBER...



Resources...

1. Getting Started with RP: <https://sites.google.com/site/rprjactionresearch/getting-started-with-rp>
2. Trauma Responsiveness: <https://sites.google.com/site/rprjactionresearch/trauma-respo>
3. Mindfulness: <https://sites.google.com/site/instructionalcoachdara/minfulness>
4. Virtues Cards Apps <http://www.virtuescards.org/>
5. Dara Feldman's Blog: <http://www.darafeldman.com/my-blog/>

The Fundamentaly Hypothesis of Restorative Practices...

“The fundamental premise of restorative practice is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things WITH them, rather than TO them or FOR them.”

~Ted Wachtel, International Institute for Restorative Practices





Virtues: The Gifts of Character

- | | |
|----------------------|------------------------|
| Assertiveness | Integrity |
| Caring | Joyfulness |
| Cleanliness | Justice |
| Commitment | Kindness |
| Compassion | Love |
| Confidence | Loyalty |
| Consideration | Moderation |
| Cooperation | Modesty |
| Courage | Orderliness |
| Courtesy | Patience |
| Creativity | Peacefulness |
| Detachment | Perseverance |
| Determination | Purposefulness |
| Diligence | Reliability |
| Enthusiasm | Respect |
| Excellence | Responsibility |
| Flexibility | Self-Discipline |
| Forgiveness | Service |
| Friendliness | Tact |
| Generosity | Thankfulness |
| Gentleness | Tolerance |
| Helpfulness | Trust |
| Honesty | Trustworthiness |
| Honor | Understanding |
| Humility | Truthfulness |
| Idealism | |

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The Virtues Project™



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VIRTUES - CHARACTER STRENGTHS OUR TRUE SOURCE OF POWER

Acceptance	Fidelity	Passion
Accountability	Flexibility	Patience
Appreciation	Forbearance	Peacefulness
Assertiveness	Forgiveness	Perceptiveness
Awe	Fortitude	Perseverance
Beauty	Friendliness	Purity
Caring	Generosity	Purposefulness
Certitude	Gentleness	Reliability
Charity	Grace	Resilience
Cheerfulness	Gratitude	Respect
Cleanliness	Helpfulness	Responsibility
Commitment	Honesty	Reverence
Compassion	Honor	Righteousness
Confidence	Hope	Sacrifice
Consideration	Humanity	Self-discipline
Contentment	Humility	Serenity
Cooperation	Idealism	Service
Courage	Independence	Simplicity
Courtesy	Initiative	Sincerity
Creativity	Integrity	Steadfastness
Decisiveness	Joyfulness	Strength
Detachment	Justice	Tact
Determination	Kindness	Thankfulness
Devotion	Love	Thoughtfulness
Dignity	Loyalty	Tolerance
Diligence	Mercy	Trust
Discernment	Mindfulness	Trustworthiness
Empathy	Moderation	Truthfulness
Endurance	Modesty	Understanding
Enthusiasm	Nobility	Unity
Excellence	Openness	Wisdom
Fairness	Optimism	Wonder
Faith	Orderliness	Zeal
Faithfulness		



THE FIVE STRATEGIES

The Five Strategies of The Virtues Project™ inspire individuals to live more authentic, joyful lives, families to raise children of compassion and integrity, educators to create safe, caring and high performing learning communities, and leaders to inspire excellence and ethics in the workplace.



1. Speak the Language of Virtues

Language has the power to inspire or to discourage. Using virtues to acknowledge, guide, correct and thank awakens the best within us.

What are your strength virtues? What are your growth virtues?



2. Recognize Teachable Moments

Recognizing the virtues needed in daily challenges helps us to become lifelong learners open to the lessons of character.

What lessons are you learning at this time in your life?



3. Set Clear Boundaries

Boundaries based on respect and restorative justice create a climate of peace, cooperation and safety in our homes, schools and communities.

What boundaries do you have? What boundaries do you need?



4. Honor the Spirit

We sustain our vision and purpose by integrating virtues into our activities, surroundings, celebrations and the arts.

How do you honor your personal spirit and the spirit of your group?



5. Offer Companionship

Being deeply present and listening with compassionate curiosity guides others to find clarity and to create their own solutions.

How well do you listen to others, to yourself? What really needs to be heard?

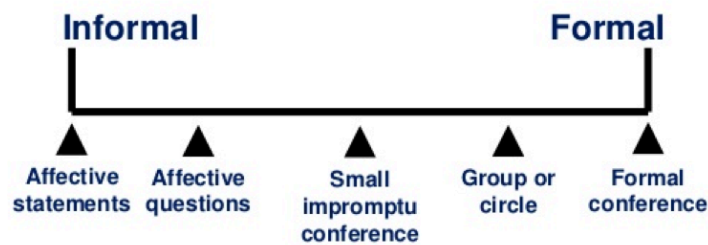


RESTORATIVE PRACTICES THEORETICAL UNDERPINNINGS

Introduction to Restorative Practices Video <https://vimeo.com/47159849>

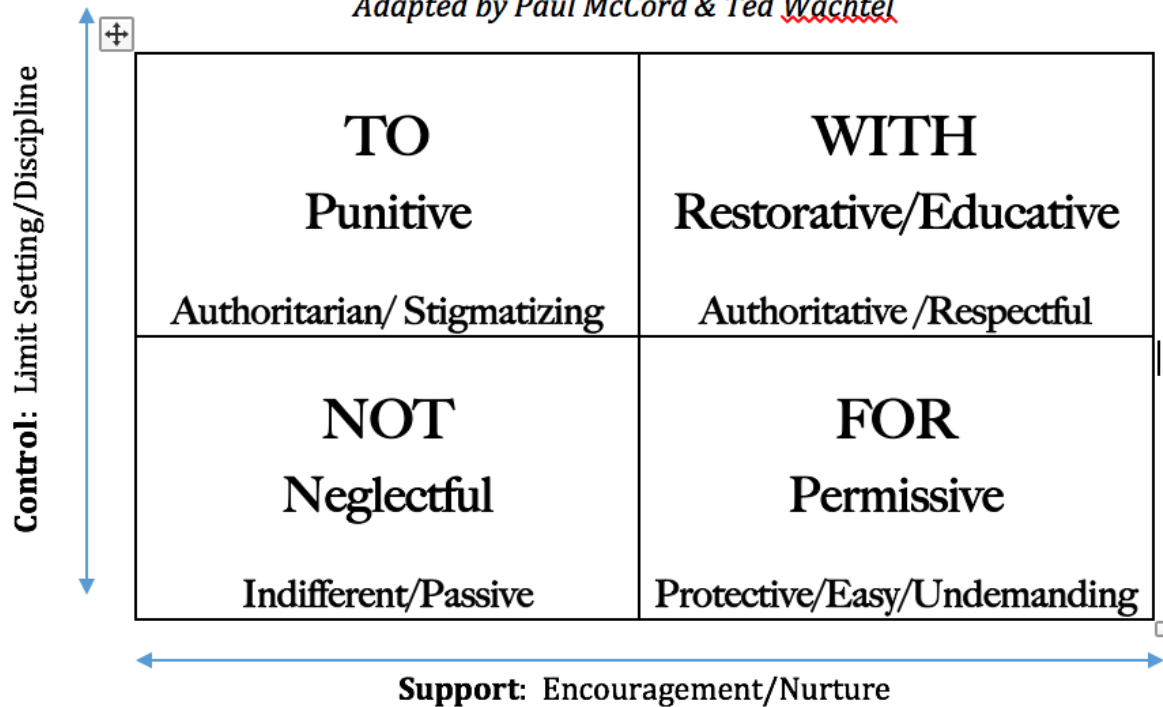
Great overview of Restorative Practices in schools, focusing on building relationships and demonstrating the RP continuum. Created by SFUSD.

Restorative Practices Continuum



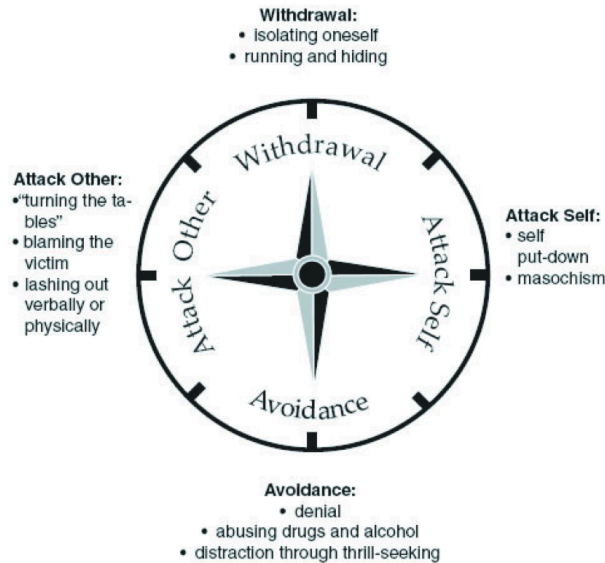
Social Discipline Window

Adapted by Paul McCord & Ted Wachtel



The Compass of Shame

Adapted from Nathanson 1992, p.132



Reintegrative Shame: Labeling the act, not the actor. Separating the deed from the doer.

Fair Process

Engagement	Explanation	Expectation Clarity
<p>Engagement means involving individuals in the strategic decisions that affect them by soliciting their input and allowing them to refute the merits of one another's ideas and assumptions. Engagement communicates management's respect for individuals and their point of view. The result is better strategic decisions by management and genuine commitment from everyone involved in execution.</p>	<p>Explanation means that everyone involved and affected should understand why final strategic decisions are made. An explanation of rationale engenders confidence among employees that managers have considered their opinions and have made decisions impartially in the overall interest of the company, even if their own ideas have been rejected. It also serves as a powerful feedback loop to enhance learning.</p>	<p>Expectation clarity requires that after a strategy is set, managers clearly state the new rules of the game. Although the expectations may be demanding, employees know up front the standards by which their work will be judged and the consequences of failure. When people clearly understand expectations, political jockeying and favoritism are minimized, and people can focus on executing the strategy rapidly.</p>

<https://www.pinterest.com/nmohdnoor/blue-ocean/>



HOW TO SPEAK THE LANGUAGE OF VIRTUES



THERE ARE USUALLY THREE ELEMENTS OF A VIRTUES STATEMENT:

- 1) an opening phrase
- 2) a virtue
- 3) how the virtue is being shown or needs to be shown.

---TO ACKNOWLEDGE AND THANK---

When you see someone demonstrating a virtue, especially a growth virtue.

I acknowledge your	<i>determination</i>	completing this task without giving up.
It was	<i>generous</i>	of you to give your pencil to the new student.
I honor your	<i>reliability</i>	being here on time every day.
You demonstrated great	<i>courage</i>	being the first one to share your report.
Thank you for your	<i>flexibility</i>	meeting with me after school hours.

---TO GUIDE--

When you are inviting someone to call on a virtue.

Please be	<i>diligent</i>	taking the time to look over your assignment.
We need to be	<i>respectful</i>	when listening to what each person says.
Who will be	<i>courageous</i>	and volunteer to tackle this project?
I encourage you to be	<i>honest</i>	and tell me what is on your mind.
I appreciate everyone's	<i>patience</i>	waiting in line quietly for lunch.

---TO CORRECT--

After there has been a mistaken behavior and you are bringing someone back to a virtue.

Please be	<i>reliable</i>	and come to the meeting on time.
We need everyone to	<i>cooperate</i>	and fully participate.
What would help you be	<i>purposeful</i>	and complete this task?
There needs to be	<i>justice</i>	What would be fair to both of you?
Please be	<i>orderly</i>	and put things back after using them.

Write your own virtues statement below. Check to see that it has all 3 elements.



RECOGNIZE TEACHABLE MOMENTS



“In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child (person) humanized or de-humanized” -*Haim Ginott*

Turn stumbling blocks into stepping stones, by taking personal responsibility to clear up mistakes, by being open to learning from challenges and by replacing shaming with naming virtues.

ACT with TACT is very useful in giving feedback to children and adults, in addressing goals or behaviors. It is a tool used by managers to give performance feedback to employees. In doing this, you are making a “positivity sandwich”. You are using the power of Virtues Language.

Always remember that humility is the goal, not humiliation.

What gift of character are we really calling people to when we say...

- | | |
|--|------------------------|
| 1. Why are you always late? | A. diligent/excellence |
| 2. Stop talking and get back to work! | B. orderliness |
| 3. Who left all these papers all over the place? | C. reliability |
| 4. This is unacceptable, do it again! | D. purposefulness |

RENAMING AND REFRAMING

1. Think of someone whose behavior challenges you. _____
2. Rename their basic character trait as a virtue: _____
e.g. stubbornness = determination TRAIT TO VIRTUE
talking back = honesty
3. Identify the virtue you want to encourage them to practice. _____
4. Put it in a positive sentence.

“Javier, I hear your determination to get an extension on your project.
What will help you to be understanding that we cannot make exceptions to the rules?”



ACT with TACT



Positivity Sandwich

1. Tell the individual about qualities and behaviors in them that you **APPRECIATE**, their **Strength Virtues**.

*"I see your **enthusiasm**, wanting to get right to work."*

2. Tell the person what you feel would be helpful to **CHANGE** or **CORRECT**, naming **Growth Virtues**.

*"Please be **orderly** and hang up your back pack so your classmates and property are safe."*

3. Save some of the best for last by **THANKING** them for what you **most appreciate**. End a positive note!

*"Thank you for your **cooperation** keeping our classroom safe and orderly."*

Create your own Positivity Sandwich.

Acknowledgement

Correction

Thank



TEN GUIDELINES FOR EFFECTIVE GROUNDRULES



1. Be Moderate: Only have 4 or 5 rules.
2. Be Specific: Focus on the behaviors specific to your situation.
3. Be Positive: Base rules on virtues and word them positively when you can.
4. Establish specific, relevant consequences for bottom line behaviors
5. Make consequences Natural, Logical/Educative, not Punitive: Give an opportunity to make reparation.
6. Be Consistent: Be trustworthy ~ keep your boundaries.
7. Communicate Rules Clearly: Use visuals. Humor helps.
8. Be sure everyone understands the virtue involved when receiving consequences.
9. Make Ground Rules Non-Negotiable: Be sure that you can live with the rules and then keep them.
10. Be Assertive: Make your expectations clear.

OUR CLASS PROMISE

We are peaceful with our words and our actions.

We are orderly and keep things in their place.

We are respectful of people and things.

We are enthusiastic learners and always work with excellence.

Create Your Own Personal, Family or Class Promise



Strategy #3: Set Clear Boundaries Based on Restorative Justice

Activity: In small groups, choose a boundary to define. Role play a situation when the virtue is absent & then when it is present.



1. **Boundary:** The virtue needed to be practiced at this time.
2. **Ground Rule:** What that looks like in action.
3. **Consequence:** What happens if they don't follow through. How they could practice that virtue now.
4. **Amends:** Opportunity to have a clean slate and begin again.

EXAMPLE: **Boundary:** Honesty

Ground Rules:

- Tell the truth the first time.
- Admit when we make a mistake.
- Ask for what we need and want.

Possible Natural Consequence

- People will not trust us.
- We won't learn from our mistakes.
- We won't get our needs met.

Possible Amends

- Admit the truth and explain why it was not told originally.
- Apologize and ask forgiveness.

Boundary	
Ground Rules	
Possible Logical Consequences	
Possible Amends	



HONOR THE SPIRIT OF AN INDIVIDUAL OR GROUP

The A.R.T. of Boundaries

Assertiveness

Do what is right for you

Respect

Be deeply present without
advising

interrupting

criticizing

teasing

rescuing

Trust

Be worthy of trust

What we say here stays here

Virtues Pick Directions

1. Choose a partner
2. First person reads their card aloud
3. Next they share how it resonates with them
4. Second person listens in complete and respectful silence
5. At the end the listener acknowledges a virtue they have recognized
6. Repeat for other partner

Example: *"I heard your compassion when you shared about the pain your families go through."*

WAYS TO HONOR THE SPIRIT

- Virtues Sharing Circles
- Celebrations
- Traditions
- Reflective Time
- Moments with Nature
- Service Learning
- The Arts
- Virtues Picks

List ways you honor your spirit:



COMMUNITY BUILDING CIRCLES



Circle Norms

- Respect the talking piece
- Speak from the heart
- Listen from the heart
- Say just enough
- No rehearsing
- You may pass

Community Building

- Getting acquainted
- Sharing hopes and dreams
- Establishing norms
- Sharing something personal/going deeper
- Check-in/ Check-out

Supporting Academic/Professional Learning and Collaboration

- Goal setting (for the day, the week, the month)
- Reflecting on learning
- Getting help/asking questions
- Giving help/answering questions
- Making plans for improvement
- Informal assessment/checking for understanding
- Content or deadline specific

Examples of Low Risk Circle Questions

- If you could be any animal, which would you be and why?
- Who is someone you admire and why?
- What is your favorite color, song, book, etc...?
- What do you like to do for fun?

Types of Circles

Sequential

Non-sequential/popcorn style

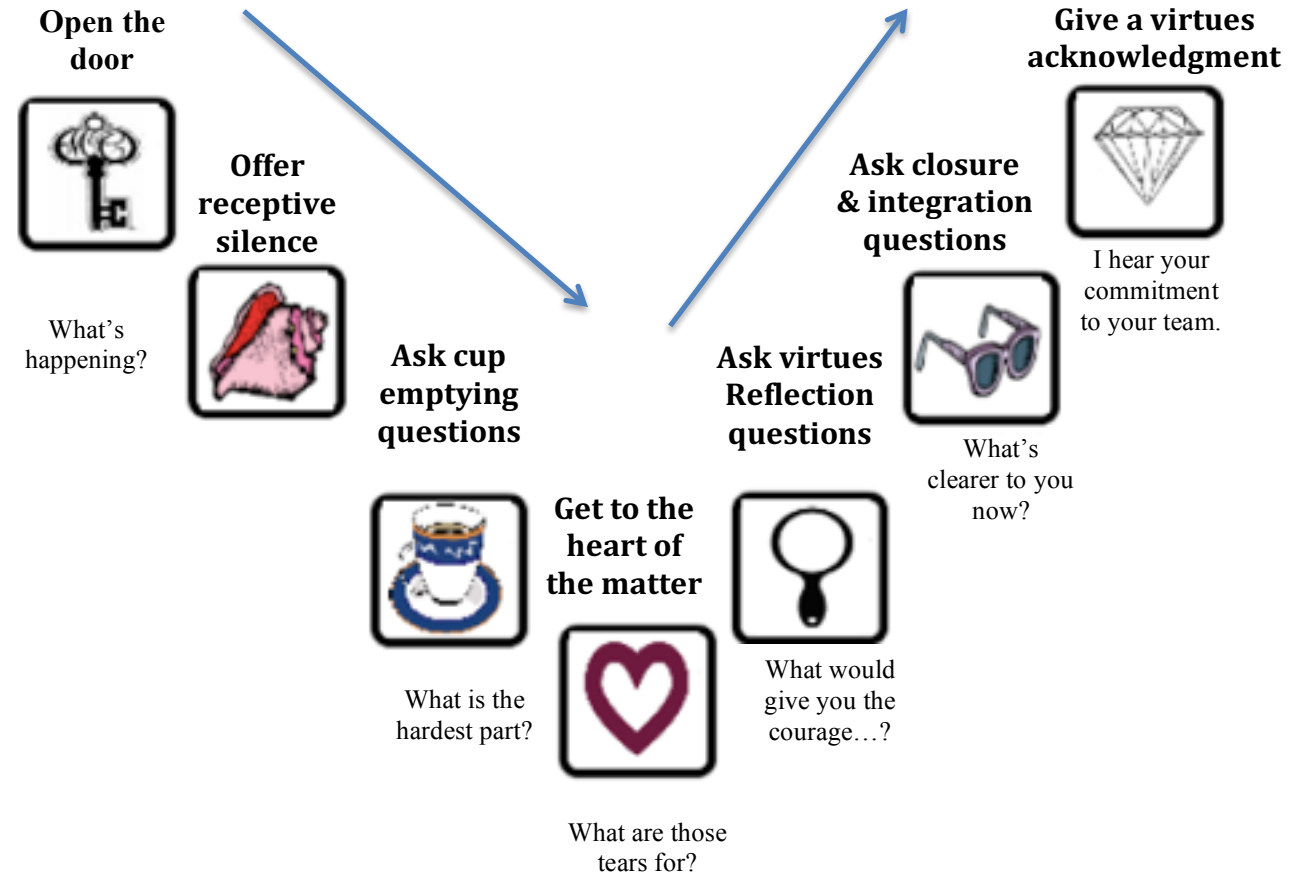
Fishbowl/problem solving



THE COMPANIONING PROCESS

FOLLOW

LEAD



Use the Virtues of Compassion and Detachment When Companioning

Compassion is understanding & caring when someone is hurt or troubled, even if you don't know them. It is wanting to help, even if all you can do is listen and say kind words.
You forgive mistakes. You are a friend when someone needs a friend.

Detachment is experiencing your feelings without allowing your feelings to control you. Instead of just reacting, with detachment you are free to choose how you will act.
You use thinking and feeling together, so you can make smart choices.



INTERACTIVE INTERVIEW



Directions: Choose a partner and take turns interviewing one another. Do not write or take notes. Just be present and listen.

1. Name someone you admire. This person may be a figure in history or a person in your life. What is the core virtue this person practices? What attracts you to this virtue?
2. Name one of your own strength virtues, one that is strong and well-developed in you. Say a few words about how you live it.
3. Name a virtue you would like to grow, one that is underdeveloped in you. Say a few words about how it is needed in your life.
4. What is one of the biggest challenges in your life right now? What virtue would help you meet that challenge?
5. What are your hopes for the semester?
6. What is a source of joy in your life at this time?
7. Virtues Acknowledgment: Interviewer, please give your partner a virtues acknowledgment by telling them a virtue you notice in them and specifically how you see it.

“I want to acknowledge you for the virtue of _____ and the way you show it is _____.”

Taken from The Virtues Project Educator's Guide page 43.



HOW ARE YOU REALLY?



“The unexamined life is not worth living.” ~Socrates

Directions: Choose a partner and take turns interviewing one another, asking all nine questions of one person, and then switching roles. Be present to one another without writing.

1. How do you spend your time and energy? What “hats” or roles do you wear?
2. In three words, how are you, really?
3. On a scale of 1 to 10 (10 being highest), what is your current stress level?
4. What stresses you? What is one of your biggest challenges? Is there any aspect of your life that feels overwhelming?
5. How is your fatigue level at this time, on a scale of 1 to 10?
6. What in your life nurtures you emotionally and spiritually? What activities give you a sense of joy and well-being?
7. Name 3 virtues that are strong in you. How do you live them?
8. Name 3 virtues that are underdeveloped in your life now? What would it be like to have them in balance in your life?
9. In seeking balance in your life, describe one change or boundary that would make a great difference?

Interviewer, please give your partner a VIRTUES ACKNOWLEDGMENT



EMPATHY

Sesame Street: Mark Ruffalo: Empathy https://www.youtube.com/watch?v=9_1Rt1R4xbM

Focus for Viewing: What does Mark Ruffalo do to teach Murry about empathy?

Definition of Empathy: _____

Examples:

1. _____

2. _____

3. _____

4. **Create your own example:** _____

EMPATHY

What does it look like, sound like, feel like?	What does it not look like, sound like, feel like?

Empathy

Empathy is the ability to put ourselves in another's place and to understand their experience. We are deeply present to their thoughts and feelings with such compassionate accuracy that they can hear their own thoughts more clearly. Empathy connects us with our common humanity. It protects us from prejudice, blame and judgment – those things that divide us from each other. With empathy, we reflect on how our actions affect others. It moves us to seek justice for every person, even those with whom we disagree. Empathy inspires us to be giving and selfless. Empathy connects our hearts.

The Virtues Project™

"To 'listen' another's soul into a condition of disclosure and discovery may be almost the greatest service any human being ever performs for another."

DOUGLAS V. STEERE

The Practice of Empathy

- I seek to understand others' experience.
- I listen with compassion.
- I refrain from judging and blaming.
- I think about how my choices impact others.
- I care about people's rights.
- I feel my connection to all people.

*I am thankful for the gift of Empathy
It sensitizes my heart.*

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Photograph © 2005 JupiterImages Corporation

Is it a strength or growth virtue of yours?
What are ways that you practice empathy?





Virtues Shout Out

I want to acknowledge _____
who showed the virtue of _____
by _____
_____.

From _____ Date _____



Virtues Shout Out

I want to acknowledge _____
who showed the virtue of _____
by _____
_____.

From _____ Date _____



A GIFT I AM TAKING



A COMMITMENT I AM MAKING

