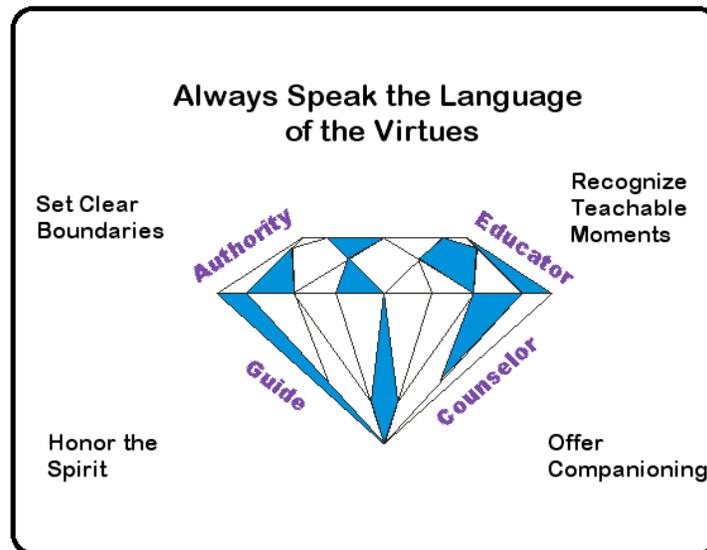




THE VIRTUES PROJECT™
Bringing Virtues to Life

Awakening the Gifts of Character

An Introduction to The Virtues Project



"It is easier to build strong children, than to repair broken men."

~Frederick Douglass

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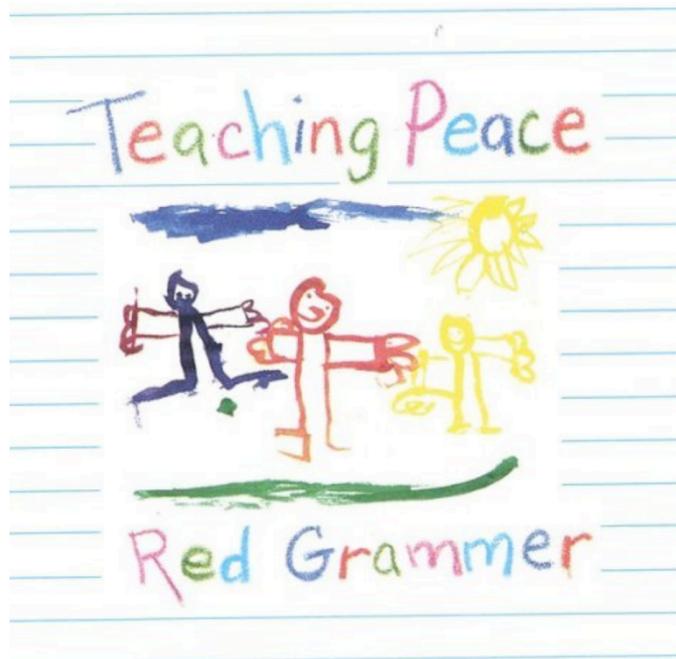
See Me Beautiful by Red Grammer

See me beautiful
Look for the best in me
It's what I really am
And all I wanna be
It may take some time
It may be hard to find
But see me beautiful

See me beautiful
Each and everyday
Could you take a chance
Could you find a way
To see me shining through
In everything I do
See me beautiful

See me beautiful
Look for the best in me
It's what I really am
And all I wanna be
It may take some time
It may be hard to find
But see me beautiful

See me beautiful
Each and everyday
Could you take a chance
Could you find a way
See me shining through
In everything I do



OUTCOMES & HOPES



OUTCOMES: As a result of actively participating in Virtues Project workshops, you will be able to:

- Balance academic rigor and accountability with supporting the needs of the Whole Child.
- Use language to build trust and increase hope, engagement, and well-being.
- Recognize teachable moments to develop resiliency, grit & authentic self-esteem.
- Utilize virtues based boundaries and restorative justice to promote self-discipline, personal responsibility & integrity.
- Listen with compassionate curiosity to empower others to find clarity and create their own solutions.
- Increase joy, meaning and purpose through the arts, service learning and by creating a culture of mutual respect and appreciation.

HOPE: What is your biggest hope as a result of investing your time in this work?





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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Poster & Virtues Materials: 1-800-251-5811

The Virtues Project



Bringing Virtues to Life

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VIRTUES - CHARACTER STRENGTHS

OUR TRUE SOURCE OF POWER

| | | |
|----------------|--------------|-----------------|
| Acceptance | Faithfulness | Passion |
| Accountability | Fidelity | Patience |
| Appreciation | Flexibility | 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 |



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 Based on Restorative Justice

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?



INTERACTIVE INTERVIEW



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



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 | determination | completing this task without giving up. |
| It was | helpful | of you to show the new student to their locker. |
| I honor your | reliability | being here on time every day. |
| You demonstrated great | courage | being the first one to share your report. |
| Thank you for your | flexibility | meeting with me after school hours. |

---TO GUIDE--

When you are inviting someone to call on a virtue.

| | | |
|-------------------------|------------|--|
| Please be | diligent | taking the time to look over your paper. |
| How can we show | respect | when listening to what each person says? |
| Who will be | courageous | and volunteer to tackle this project? |
| I encourage you to be | honest | and tell me what is on your mind. |
| I appreciate everyone's | patience | waiting in line quietly for lunch. |

---TO CORRECT--

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

| | | |
|------------------------|------------|--|
| Please be | reliable | and come to the meeting on time, your input is valuable. |
| We need everyone to | cooperate | and fully participate. |
| What would help you be | purposeful | and complete this task? |
| There needs to be | justice | What would be fair to both of you? |
| Please be | orderly | and put things back in their place after using them. |

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



WHO IS USING THEIR VIRTUES TODAY?

A Virtues Scavenger Hunt



Directions: In the next 3 minutes, find people who fit the following descriptions & give them a virtues acknowledgment. Replace "Someone who" with a stem that is authentic for you & then read the rest of the sentence. (You may have to change the verb tenses.)

"I see you..."

"You..."

"I want to acknowledge for..."

1. Someone who showed caring by hugging someone today.
2. Someone who used determination by traveling over 30 miles to get to work.
3. Someone who used courtesy by holding the door open for someone else.
4. Someone who used joyfulness by singing in the shower or the car.
5. Someone who used humility by making an apology this past week.
6. Someone who practices unity by having friends of a variety of cultural, racial and religious backgrounds.
7. Someone who used generosity by making a donation of time or money to a worthwhile cause this past week.
8. Someone who used cleanliness by taking out the garbage.
9. Someone who used enthusiasm by being very excited about coming to this workshop today.
10. Someone who has been using excellence by speaking the language of the virtues today.
11. Someone who used orderliness by straightening their desk or other personal belongings this week.
12. Someone who used detachment by not taking something personally.



Virtues Acknowledgments

| Stem | Virtue | Behavior/Evidence |
|------------|--------------------------|---|
| I see your | Self-discipline/Patience | (calling out) Raising your hand and waiting to be called on. |
| | | |
| | | |
| | | |

Virtues Guidance & Corrections

| Stem | Virtue | Behavior/Evidence |
|--|--------------------------|---|
| What will help you call on/Please remember to show | Self-discipline/Patience | (calling out) Raising your hand and waiting to be called on. |
| | | |
| | | |
| | | |



SELF-DISCIPLINE

Sesame Street: Me Want It <https://www.youtube.com/watch?v=9PnbKL3wuH4>

Focus for Viewing: How does Cookie Monster teach us about self-discipline?

Definition of self-discipline:

Strategies for cultivating self-discipline:

1. _____
2. _____
3. _____
4. Your own strategy: _____

| Self-Discipline | |
|--|--|
| What does it look like, sound like, feel like? | What doesn't look like, sound like, feel like? |
| | |

Self-Discipline

"He who conquers others is strong. He who conquers himself is mighty." Lao-Tze



Self-discipline means self-control. It is getting yourself to do what you really want to do, rather than being tossed around by your feelings like a leaf in the wind. You don't lose control of yourself when you feel hurt or angry, but decide how you are going to talk and what you are going to do. With self-discipline, you take charge of yourself.

Virtues Project International

Signs of Success

Congratulations! You are practicing Self-Discipline when you...

- Use detachment so your emotions won't control you.
- Speak and act calmly when you are hurt or angry.
- Get things done in an orderly, efficient way.
- Create routines for yourself.
- Do what is expected without people having to watch over you.
- Do things on time.



I have self-discipline. I use my time well and get things done. I choose my actions with detachment.

Is self-discipline a strength or growth virtue? How do you practice self-discipline?

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ACT with TACT



Positivity Sandwich

1. Tell the individual about qualities and behaviors in them that you APPRECIATE, naming 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 their 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 on a positive note!

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

Create your own Positivity Sandwich.

Acknowledgement

Correction

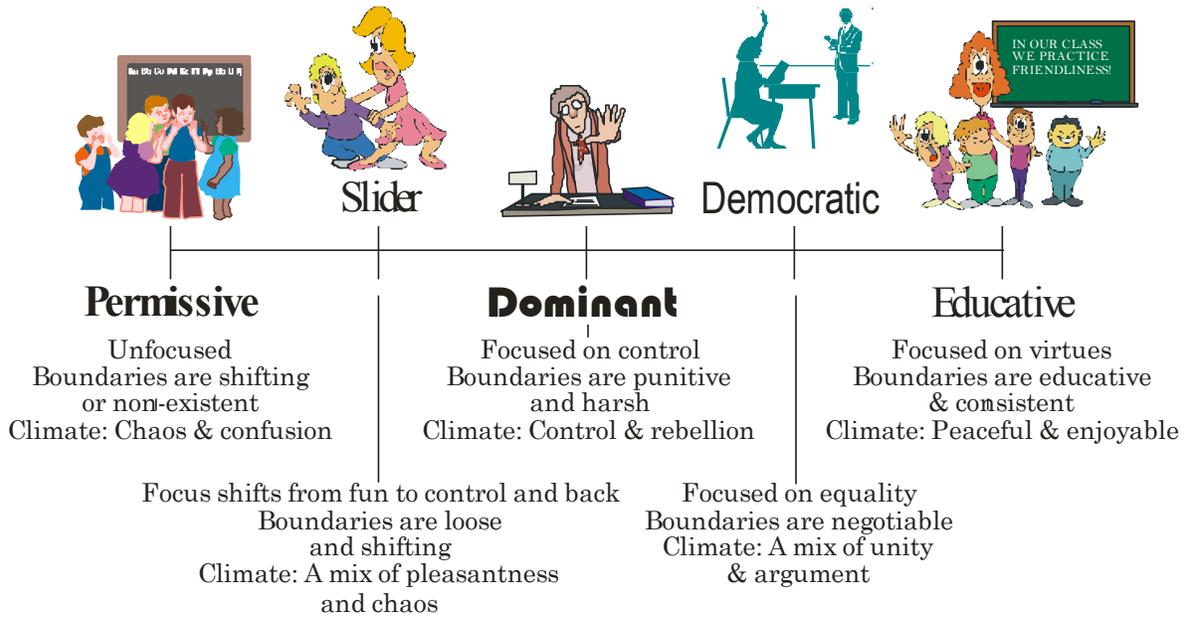
Thank



What is Your Leadership Style?

Taken from The Virtues Project Leaders Manual Presentation

One way to view authority and leadership is on a continuum of effectiveness from the least effectiveness for learning and character development to the most effective.



Social Discipline Window

Adapted by Paul McCord & Ted Wachtel

| | |
|--|---|
| <p>TO</p> <p>Punitive</p> <p>Authoritarian/ Stigmatizing</p> | <p>WITH</p> <p>Restorative/Educative</p> <p>Authoritative /Respectful</p> |
| <p>NOT</p> <p>Neglectful</p> <p>Indifferent/Passive</p> | <p>FOR</p> <p>Permissive</p> <p>Protective/Easy/Undemanding</p> |



MINDFUL MINUTE: THIS WORK IS PERSONAL!

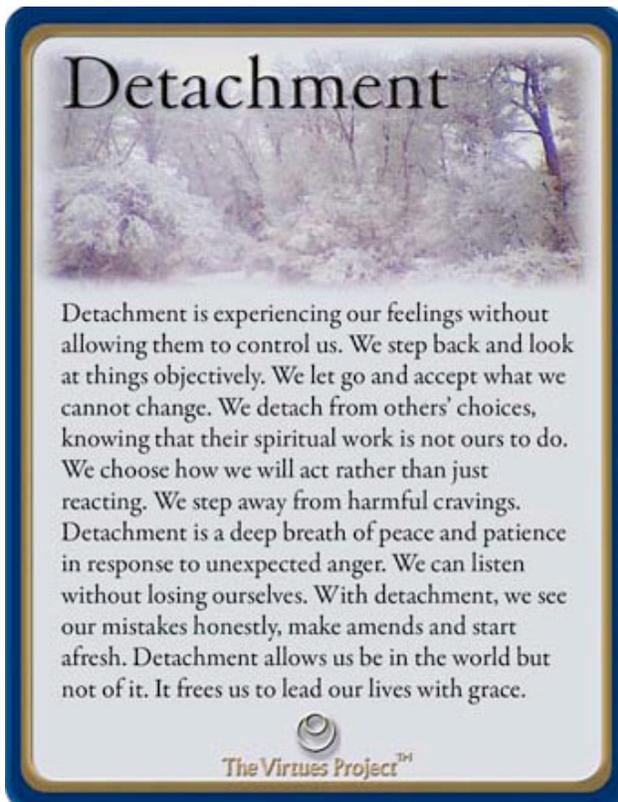
Where are you in the Social Discipline Window?

Punitive, Permissive, Neglectful, Restorative/Educative

What is your biggest trigger?

1. Outside Stress
2. Embarrassment
3. Shock or Fear
4. Values Violation
5. Authority Challenge

What virtue will help you respond instead of react? _____



Detachment

Detachment is experiencing our feelings without allowing them to control us. We step back and look at things objectively. We let go and accept what we cannot change. We detach from others' choices, knowing that their spiritual work is not ours to do. We choose how we will act rather than just reacting. We step away from harmful cravings. Detachment is a deep breath of peace and patience in response to unexpected anger. We can listen without losing ourselves. With detachment, we see our mistakes honestly, make amends and start afresh. Detachment allows us be in the world but not of it. It frees us to lead our lives with grace.


The Virtues Project™

"You always have the choice to take all things evenly, to hold on to nothing, to receive each irritation as if you had only fifteen minutes to live."

TOLBERT MCCARROLL



The Practice of Detachment

- I recognize my feelings without letting them control me.
- I resist interfering with others' spiritual lessons.
- I choose to act instead of react.
- I free myself from impulses and cravings.
- I listen in order to understand.
- I have the humility to amend my mistakes.
- I lead my life as my soul chooses.

*I am thankful for the gift of Detachment.
It lifts me up.*

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Photograph © Steve Snyder



SET CLEAR BOUNDARIES BASED ON RESTORATIVE JUSTICE



THE PROCESS OF RESTORATIVE JUSTICE

In the ideal process of restorative justice, individuals:

- Take responsibility for what they do in order to...
- Make restitution, which results in...
- Reconciliation, which is to make friends again, which...
- Restores the relationship and restores the offender to the community.

Forgiveness alone is not enough. Justice requires there be some amends, an action or gesture to fix the problem, with the offender taking responsibility instead of merely being punished. In the ideal situation there is also reconciliation restoring of friendship and contentment on all sides with the outcomes.

4 STEPS TO VIRTUES BASED RESTORATIVE JUSTICE

1. Ask all involved what happened. Use how and what questions, not why.
2. Ask what virtue was missing to create the conflict.
3. Ask what it would look like if they had used the missing virtue.
4. Ask how they can make an amends.

USE PEACE TALKS IN YOUR HOME & WORKPLACE FOR RESOLVING CONFLICT



PEACE TALK STEPS

1. Take turns Truthfully telling your experience of what happened.
2. Listen Respectfully to the other person's point of view.
3. Share how you Honestly felt.
4. Creatively find a virtue you each need.
5. Use Justice and Forgiveness to decide what amends need to be made.
6. Practice Commitment to decide how to do it differently next time.



Virtues Project Restorative Questions

(Adapted from pages 65 & 66 of The Virtues Project Educator's Guide)

1. Ask, "What happened?" Listen. If two or more people are involved listen to each point of view in turn, respectfully without interruption or cross talk.
2. Use reflective listening mirroring back the feelings expressed by each person in turn. "You were afraid/hurt/angry/frustrated when _____?"
3. "What virtue(s) could you have used to handle the situation better?" Have poster, cards or list of virtues available and have each person contribute.
4. Reflect back the virtue(s) given and maybe suggest another if they could benefit from some guidance. "So you could have handled it with (virtue) ___and/or (virtue) _____."
5. "If you use the virtue of _____next time/in the future, what would that look like?"
6. Make Amends. "What do you need to make things right?" or "What do you need from _____ and/or from _____?"
7. End with a virtues acknowledgment for all involved.

Virtues Response Circle www.darafeldman.com

Challenging Scenario: Disrespect and lack of cooperation with substitute or specialist though they cooperate with you. Can also be used proactively. Instead of Amends ask people to share Commitments.

- Norms: Always review boundaries and norms of your circle.
- Strength: What is the reason that you cooperate so well when you are with me?
- Express: What happened yesterday with the substitute? (Remember to be curious, not furious & mindful of your body language, tone & facial expression.)
- Agency: What virtues could you have called on and/or what could you do next time to create a more cooperative atmosphere? (Chart their answers so that you can have them posted in your room for future use.)
- Amends: What do you think needs to happen to make things right?
- Acknowledge: Thank students for the virtues they displayed working through the problem.



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

Possible 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 make things right and start afresh.

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/Logical 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/Virtue | |
| Ground Rules | |
| Possible Natural/ Logical/Educative Consequences | |
| Possible Amends | |



Personal Virtues Coat of Arms

My Strength Virtue

My Family's Virtue

What Gives Me Joy

My Growth Virtue

**Symbol of Self
in the Circle**



HONOR THE SPIRIT



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 Pick www.virtuescards.org

List ways you honor your spirit:



LISTEN by Dr. Ralph Roughton



When I ask you to listen
And you start giving advice,
You have not done what I asked.

When I ask you to listen
And you begin
To tell me why I shouldn't feel the way I do,
You are trampling on my feelings.

When I ask you to listen
And you feel
You have to do something to solve my problem,
You have failed me,
Strange as that may seem.

Listen. All I asked you to do was listen,
Not talk, Or do.
Just hear me.

I can do for myself: I'm not helpless
Perhaps discouraged or faltering,
But not helpless.

When you do something for me
That I need to do for myself,
You contribute to my fear and weakness.

But, when you accept as a fact
That I feel what I feel,
No matter how irrational,
Then I can stop trying to convince you
And get on with understanding
What's behind that irrational feeling.

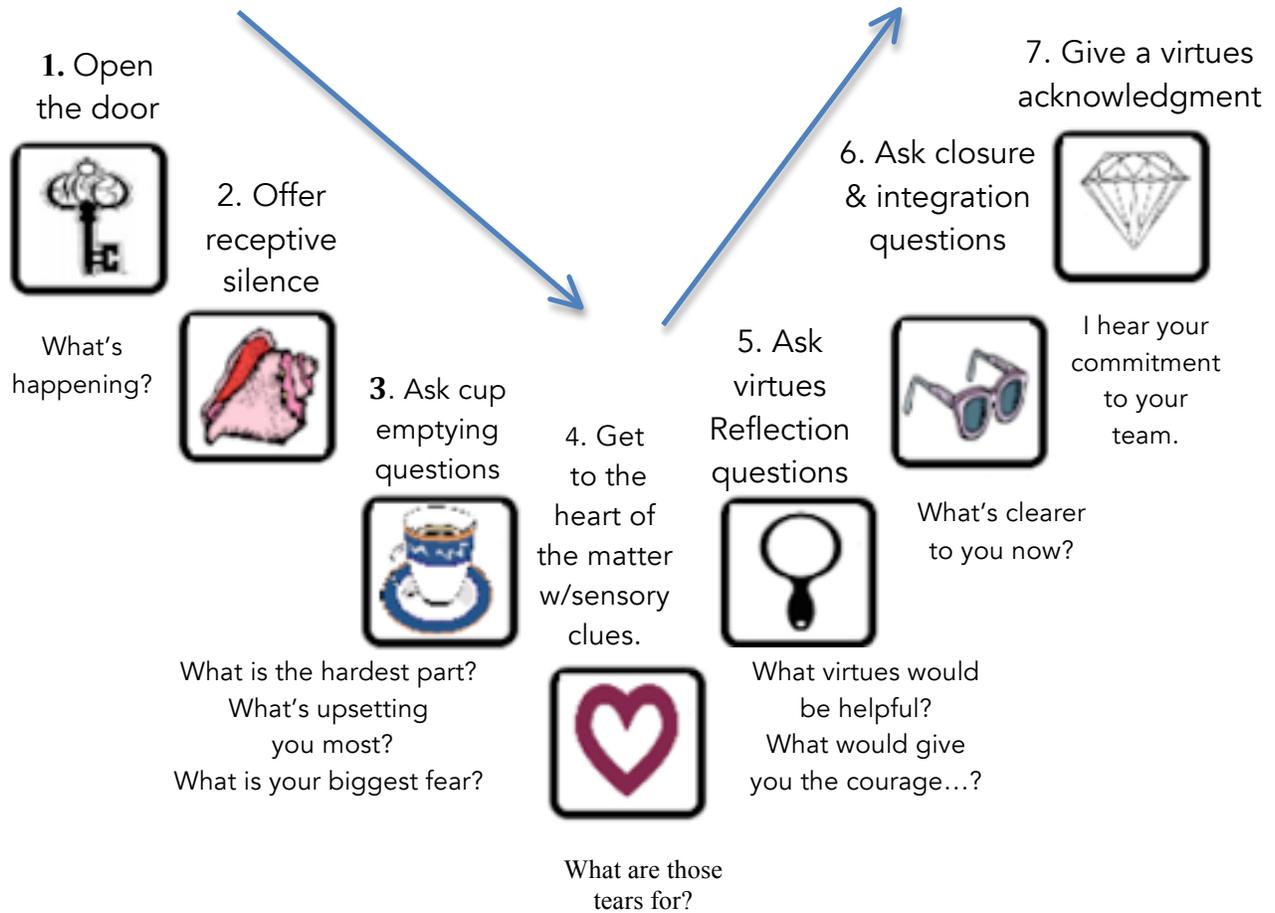
And, when that is clear,
The answers will be obvious,
And I won't need any Advice.



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.



This is a communication skill that:

- Requires deep listening
- Is most effective when we don't have an "agenda"
- Is meant to support and empower, not fix or rescue
- Primarily consists of silence and open-ended questions
- Requires trust in the other's process



Open the Door...

Use open-ended questions:

- What's happening?
- What is it?



Offer Receptive Silence

Give them the space to speak fully, to tell the whole story. Be fully present with deep concentration and compassionate curiosity. Shield yourself with detachment, so you can walk intimately with them without taking on their feelings.



Ask Cup-Emptying Questions

Follow their lead and ask questions that allow them to empty their cup and get to the heart of the matter.

Use what and how questions, not why or which.

"How was that for you?"

Take your cues from their words:

Speaker: "I'm really worried."

Listener: "What worries you?"

Speaker: "I'm just not sure."

Listener: Either remain silent or ask "What are you unsure of?"



Focus on Sensory Cues

Concentrate on and even repeat words they use that involve seeing, hearing, feeling, sensing.

Speaker: "It was the most beautiful sunset I ever saw."

Listener: "Beautiful..."

Speaker holds arms over stomach.

"What are you holding?"

"What is happening in your stomach?"

Speaker is yelling, "This place is so stupid!"

Match their intensity. "What's stupid about this place?"

Speaker is crying: "What are those tears?"



Ask Virtues Reflection Questions

When they seem to have gotten to the heart of the matter or the core issue, ask a question that helps them to reflect on a virtue that will help them. About something that is frightening,

"What would give you the courage to ...?" or

"What would give you peace about this?"



Ask Closure & Integration Questions

"What was helpful about talking?"

"What's clearer to you now?"



Give a Virtues Acknowledgement

This is an essential step in restoring the speaker even if your companionship was brief and did not include all these steps.

"I appreciate your openness to explore this."





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 _____



GEMS I WANT TO
REMEMBER...





A GIFT I AM TAKING



A COMMITMENT I AM MAKING

