



## April's Key to Character—2012

### Definitions

**Elementary:** conduct as a citizen in regard to rights, privileges, and duties

**Secondary:** the quality of an individual's response to membership in a community in regard to rights, privileges, and duties

### Developing Good Citizenship Character Traits

Helping children develop to their full potential as citizens is an important priority of families, communities and schools. Developing citizenship means becoming a productive, responsible, caring and contributing member of society. In a democracy, responsible citizenship is an ethical obligation; it involves abiding by laws and rules of society, participation by voting, social consciousness and public service and avoiding unnecessary secrecy or concealment of information for public good.

Good citizenship includes:

- ◇ doing your best in school
- ◇ making responsible decisions
- ◇ caring about others
- ◇ contributing to society
- ◇ developing social and personal skills such as reflective problem solving, accepting a variety of perspectives, and setting and attaining goals
- ◇ developing a core set of common values

To help students become caring, contributing, productive, and responsible citizens, the entire school program must reflect a clear commitment to helping students acquire the skills, attitudes, values, and knowledge necessary to achieve the ideal. Citizenship development includes in-class instructional opportunities woven throughout the curriculum. For example, social studies classes may concentrate on the development of knowledge of the history of our democratic institutions and principles and on the critical thinking skills necessary for competent participation in the democratic process. In family and consumer education and health education, a focus on individual and family health helps students develop the skills they need to enhance interpersonal relationships and social/emotional development. A renewed emphasis on the attitudes and commitments required to practice and live the core citizenship values is needed in all of our school curriculums and programs. The basis for all of these forms of citizenship education are the Declaration of Independence and the United States Constitution. These documents guide our constitutional democracy and will be realized if every one of us takes seriously our obligation to be a good citizen.

### What does good citizenship look like?

Our country is based on some basic beliefs of democracy that include a society where its members care about one another, contribute toward the common good, and participate in preserving a democratic way of life.

To be productive citizens in America, students need to recognize individual differences; acknowledge common bonds; and demonstrate skills related to diversity, inclusiveness, and fairness. Diversity exists in various forms including but not limited to race/ethnicity, culture, talent, ability, status, and learning styles. Inclusiveness involves providing social and economic access to everyone, understanding and appreciating all individuals and groups, learning about the contributions of diverse cultures and times, and developing skills that foster cross-gender and cross-cultural communication to insure a social climate free of favoritism or bias, impartial, and equitable to all parties.

In everyday life, good citizens can be counted on to consistently demonstrate honesty, respect, courage, and other core citizenship values. Children who grow up to be productive, contributing citizens must be much more than academically successful. They must have a high sense of integrity when dealing with a myriad of situations.

The world of work requires individuals who are capable of managing their own health and well being, and who have the skills necessary for problem solving, self-direction, self-motivation, self-reflection, and life-long learning. The United States Department of Labor reports the following characteristics that employers look for in teens:

- ◇ Learning-to-learn skills (attention, goal setting, self evaluation)
- ◇ Listening and communication
- ◇ Adaptability: creative thinking, and problem solving, especially in response to barriers/obstacles
- ◇ Personal management: self-esteem, goal-setting/self-motivation, personal career development/goals, pride in work accomplished
- ◇ Group effectiveness: interpersonal skills, negotiation, teamwork
- ◇ Organizational effectiveness and leadership: making a contribution
- ◇ Competence in reading, writing, and computation

"Act as though what you do makes a difference. It does."—William James



# Parent Corner



What is citizenship? Good citizens are people who go beyond their own interests, demonstrate a concern for the needs of others, and recognize their obligation to make the world a better place. A good citizen is someone who is willing to get involved, not just let everyone else do the work for an organization, a community, or their country. It demands participation and contribution.

There are many ways to express good citizenship. It may be performing a public service such as volunteering, serving in the armed forces, running for elective office, or campaigning for a candidate. Citizenship also is holding a job, paying taxes and obeying the law. Citizenship is tied closely to responsibility. There are responsibilities each person must fulfill so the world is a good place to live. In return, good citizens have many rights they can enjoy. For example, I have the right to drive a car (if I am old enough and have a license), but I must also take responsibility to follow the laws. If I do not show responsibility (like drinking and driving), I can lose my right to drive, and I may also endanger the rights of others.

One of the best ways to teach young people about good citizenship is to volunteer to do a community service project together. Volunteering can be lots of hard work, but the satisfaction felt by doing it will be well worth the effort. Youth can exercise their rights as citizens as they choose a project. Each person has the right to make a suggestion for a project and each person has the right to vote. Once the majority has spoken, good citizens get behind the decision and do their part to carry it out. This is a good opportunity to help young people realize that they should not expect to be paid for everything they do. Remember, if you are paid, you didn't volunteer! Citizenship is not just doing the thing that looks good. It is doing the thing that helps someone else. Here are some activities to develop a sense of citizenship.

- ◇ Get to know a police officer, fire fighter, school administrator or road maintenance worker. Learn about their part in local government and how taxes support the work they do.
- ◇ Prepare special treats for a person or a group of people who serve in your local government. Deliver the treats along with a special "thank you" for the service they provide.
- ◇ Participate in community-building activities, such as cleaning up parks and assisting with school activities or organizing a special activity for the residents of a local nursing home. Being a good citizen means taking an active part in your community. It implies having ideals, a sense of values, and a dream of what life in America could become.
- ◇ Take your child with you when you vote. Talk to him/her about the candidates, the offices they aspire to hold and their positions on key issues.

Discuss citizenship with your child and find examples of what good citizens do for their communities.

Source: *Character Counts! Program developed by Josephson Institute of Ethics.*

# Suggested Reading List



## Elementary:

*Duck for President*, by Doreen Cronin. Tired of toiling on the farm, Duck decides to run for election. (Ages 4-8)

*Vote*, by Eileen Christelow. Through a story about the campaign and election of a mayor, Christelow covers the major components in any election for public office. (Ages 8-12)

*So You Want to be President*, by Judith St. George. Includes information about each president accompanied by illustrations by David Small. (Ages 9-12)

*With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*, by Ann Bausum. Details how the fight for the right to vote for women was won. (Ages 9-14)

*Running for Public Office*, by Sarah De Capua. Covers facts from "What is public office" to "Election Day."

*Shh! We're Writing the Constitution*, by Jean Fritz. A serious subject is tackled with humor that keeps the reader's interest. (Ages 8-12)

*Happy Birthday, America!* by Marsha Wilson Chall. At a large Fourth of July family celebration at the lake, eight-year-old Kay and her family welcome relatives to a day of fun.

*Firefighters A to Z*, by Chris L. Demarest. This book describes a firefighter's day and equipment in words and pictures. Although an ABC book, it appeals to all ages due to the content.

*Uncle Sam and Old Glory*, by David C. and Jean M. West. One page overviews of more than fifteen American symbols are included in this book.

*Liberty*, by Lynn Curlee. The dramatic story of the gift of the Statue of Liberty to the U.S. from France. Specifications of the statue, a timeline and colorful illustrations are included.

## Middle and High School

*The Spirit and the Letter: The Struggle for Rights in America*, by Bernice Kohn Hunt

*Addie McCormick and the Mystery of the Missing Scrapbook*, by Leanne Lucas.

*Susan B. Anthony: Crusader for Women's Rights*, by Matthew G. Grant

*Champion of Human Rights: Mahatma Gandhi*, by Beverly Birch  
*Eleanor Roosevelt: Defender of Human Rights and Democracy*, by David Winner

*American History in Verse*, by Burton Stevenson

"I Hear America Singing" by Walt Whitman

"For You O Democracy" by Walt Whitman

"Centennial Hymn" by Julia Greenleaf Whitier

"The New Colossus" by Joseph Hopkinson

"The Liberty Song" by Jon Dickson

"Liberty Tree" by Thomas Paine

"The Times That Try Men's Souls" by Thomas Paine

"Hymn for the Fourth of July" by Julia Ward Howe

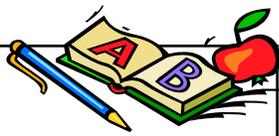
"Common Sense" by Thomas Paine

"What is An American?" by J. Hector St. John de Crevecoeur

"The Presidency" by Theodore Roosevelt



## Teacher's Corner



A good citizen does his/her share, helps the community, and respects authority and the law. Good citizens make their schools and communities better by volunteering, caring about the common good, cooperating, and being a good neighbor. Below are some classroom ideas for enhancing good citizenship behavior among your students.

- ◇ Discuss what citizenship means - including the rights and responsibilities of citizens.
- ◇ Define a good citizen and have the students share personal stories about when they exhibited citizenship. For example:
  - ◇ I was friendly to a new child from a different country.
  - ◇ I helped clean up the park.
  - ◇ My mom and I passed out voter pamphlets.
  - ◇ I collected used toys and clothes for needy children.
  - ◇ I walked away from a fight.
  - ◇ I said "no" when a friend asked me to steal money from another child.
  - ◇ I wear my bike helmet and follow other bike safety rules.
  - ◇ I wait for the signal to cross the street, and I stay in the crosswalk.
- ◇ Ask students to describe what would happen if there were no rules or laws at home, in school, in traffic or against stealing, attacking, etc.
- ◇ Involve them in making classroom rules. Discuss why rules are important and have them define the consequences if they are broken.
- ◇ Ask the students to interview a veteran, immigrant, or person who lived through the Great Depression or WWII. Together make a list of questions they could ask, such as:
  - ◇ How do you feel about the United States of America?
  - ◇ Tell me about your life?
  - ◇ When was a difficult time for you?
  - ◇ What does being a U.S. citizen mean to you? Have the children write about or draw what they discovered, report their findings and post the results on a bulletin board.
- ◇ Ask the students to search for local citizens who generously contribute to the good of the community. Thank or honor them in some way.
- ◇ Direct students in a debate on various topics concerning civic life. Students can read newspaper and magazine articles to get ideas for a topic and information for the debate.
- ◇ Have the children create a video on "American Life" or another related topic.
- ◇ Invite speakers to share their knowledge of United States history or portray historical characters.
- ◇ Read or have the students read stories about extraordinary Americans and then act out the stories.
- ◇ Teach an understanding of the country's founding documents: Declaration of Independence, Constitution of the United States, and the Bill of Rights.
- ◇ With an adult's assistance have the students take photographs in their community, then create a book entitled "Our Freedoms," "Our Citizens" or another related topic.
- ◇ Attend city council meetings, school board meetings, or court sessions. Visit historical museums, monuments, and/or national parks.
- ◇ Teach the children patriotic songs to sing at a parent program, school, or community event.
- ◇ After researching the significance of American symbols and/or the Pledge of Allegiance, have the children make a bulletin board explaining what they learned.
- ◇ Have the students create a presentation to teach younger students about the American Flag, its history, symbolism, care and proper display.
- ◇ Discuss taxes and why our local, state and national governments need income for education, police, firemen, prisons, roads, etc.
- ◇ Support a school-wide student council composed of representatives from each classroom.
- ◇ Encourage students to participate in community service projects such as recycling, picking up litter, and volunteering for other worthwhile projects.

Sources include the Kelly Bear website [www.kellybear.com]

## Bulletin Board Activities:

- ◇ Show persons of all colors and nationalities spread across a diagram of the U.S.; don't forget to include Hawaii and Alaska. Use the header, "Liberty and Justice for All."
- ◇ Place pictures of famous Americans on the board with "Uncle Sam" hats inverted over or under the portraits. Use the header, "Hats Off to Good Citizens."
- ◇ Cut out newspaper articles about persons in your community who are being good citizens. Use the header, "Meet the good citizens of (your town)."
- ◇ Enlarge a picture of the Statue of Liberty so that it fills the board. Use the header, "America: Land of the Free, Home of the Brave."

## Sunshine State Standards

- HE.K.B.2.2/HE.1.B.2.2—Demonstrating listening skills to enhance health.
- SS.K.C.2.1—Demonstrate the characteristics of being a good citizen.
- SS.1.C.2.1—Describe the characteristics of responsible citizenship in the school community.
- HE.3.B.2.3—Demonstrate nonviolent strategies to manage or resolve conflict.
- HE.4.B.2.2—Identify refusal skills and negotiation skills that avoid or reduce health risks.
- HE.5.B.2.3—Illustrate effective conflict resolution strategies.
- HE.6.B.2.1/HE.7.B.2.1/HE.8.B.2.1—Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.
- HE.6.B.3.3/HE.7.B.3.3/HE.8.B.3.3—Distinguish when individual or collaborative decision making is appropriate.
- HE.912.B.2.1—Explain skills needed to communicate effectively with family, peers and others to enhance health.
- HE.912.B.3.3—Assess whether individual or collaborative decision making is needed to make a healthy decision.

## Websites:

**National and Global Youth Service Day**—April 20-22, 2012  
Download planning toolkits, curriculum guides and marketing material at [www.ysa.org/nysd/](http://www.ysa.org/nysd/)

These websites will get your students involved in elections:

[www.votesmart.org](http://www.votesmart.org)  
[www.kidsvotingusa.org](http://www.kidsvotingusa.org)

Other website with ideas for youth service/civic engagement:

[www.civicyouth.org](http://www.civicyouth.org)  
[www.goodcharacter.com/ISOC/Citizenship.html](http://www.goodcharacter.com/ISOC/Citizenship.html)  
[www.servenet.org](http://www.servenet.org)  
[www.youthactivism.org](http://www.youthactivism.org)

## Service Learning Across the Grade Levels

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Through literature and simple service projects, students get hands-on experience in the act of Good Citizenship. For complete lesson plans, go to the website [www.LearningtoGive.org](http://www.LearningtoGive.org).

### Grow Involved K-2

Students learn about caring and sharing through discussion of the book, Martin's Big Words. The "big word" concept of philanthropy (giving time, talent, and treasure for the common good) is introduced. The students discuss ways they have been philanthropic by voluntarily being nice to someone or being helpful. The students learn about giving and sharing through listening to and responding to literature books. They show caring by doing a simple service project, and they brainstorm and choose a group to receive their creations.

**This unit can be taught as grade specific using two lessons:**

Kindergarten—Lessons 1 & 2

Grade 1—Lessons 1 & 3

Grade 2—Lessons 1 & 4

**Books involved in the lessons are:**

Martin's Big Words—Lesson 1; All grade levels

The Giving Tree—Lesson 2; Kindergarten

A Symphony of Whales—Lesson 3; Grade 1

Fly Away Home—Lesson 4, Grade 2

By the end of the two lessons, kindergarten students will create and donate "cheer" cards, 1st graders will decorate and donate pet bandanas, and 2nd graders will create and donate fleece scarves.

### Grow Involved 3-5

Young people learn to grow involved in service by following the lead of service models and by taking action in a variety of projects. In this unit, students read about and get inspiration from the legacy of Dr. Martin Luther King, Jr. They get involved by growing flowers and sharing them with community members who will be cheered by the gifts. They make and donate book covers to a community organization. They also make and donate quilts that communicate messages of acceptance of differences.

This unit can be taught in one 30-minute class period for Lesson 1 (introduction) and then one additional 45 minute class period for each additional lesson selected, plus time for growing plants in Lesson 2.

**Books involved in the lessons are:**

Chicken Sunday—Lesson 2; Grade 3

The Librarian—Lesson 3; Grade 4

Sweet Clara and the Freedom Quilt—Lesson 4; Grade 5

### Grow Involved 6-8

Students discover the life and legacy of Dr. Martin Luther King, Jr., and focus on his ethic of service. The students learn about the issue of obesity through the documentary "Super Size Me" and /or print information. They will understand the importance of healthy eating and the benefits to individuals, as well as for the common good. Students will create a cookbook of healthy recipes to be donated to community organizations. The students learn about environmental stewardship and its importance to the common good by viewing the documentary "An Inconvenient Truth" and/or through print information. Students will decide on and carry out a service project that demonstrates environmental stewardship. Students will learn about the life of Gandhi. They will compare and contrast the philosophies and work of Dr. King and Gandhi. They will determine service they can provide to promote peace and nonviolence.

**This unit can be taught as grade specific using two lessons:**

Grade 6—Lessons 1 & 2

Grade 7—Lessons 1 & 3

Grade 8—Lessons 1 & 4

By the end of the two lessons, 6th graders will create and donate booklets of healthy recipes, 7th graders will clean up a public area, and 8th graders will advocate for a peaceful community.

### Grow Involved 9-12

Students respond to literature about Martin Luther King, Jr. They examine his philosophy about serving and taking action and compare it to the philosophies of characters in books and a movie. They follow his model to promote the idea of doing good for others. Students learn that service and social action by one person can change the world. They learn about serial reciprocity and explore the issues of violence, prejudice, and racism.

**This unit can be taught as grade specific using two lessons:**

Grade 9—Lessons 1 & 2

Grade 11—Lessons 1 & 4

Grade 10—Lessons 1 & 3

Grade 12—Lessons 1 & 5

This unit can be taught in one 45-minute class period for Lesson One, and then one other lesson (by grade level) of between one and two 45-minute class periods, plus time for reading, viewing, or completing a service project.

By the end of the two lessons, 9th graders will learn to "pay it forward," 10th graders will be able to organize a rally for non-violence, 11th graders will be able to take a stand on an issue through a letter-writing campaign, and 12th graders will be able to hold an information forum on racism.

**UNITED WE STAND!**

## A Story about Leadership

Source: *Whootie Owl Stories to Grow By* ([www.storiesstogrowby.com](http://www.storiesstogrowby.com))

Just like the King in this story, as good citizens, we are responsible for the character of the leaders that we elect to our cities, states and country.



### The King's Choice (Sweden)

King Gustav trotted on horseback through the woods with his royal attendants. In less than a week he must leave his country for a long journey, but which of his six councilors should he put in charge of his land, his queen and his infant son? One of the councilors was too bossy, another too young, one given to drink, one overly concerned with money, another overly concerned with his hair, and the last one was uninspiring. Any of the councilors could rise to become a fine leader, thought the King, but which one had the most inner strength?

Suddenly, from the river's mist a form rose and took the shape of a woman. The King ordered his train to stop.

The womanly form smiled. The King relaxed. She must be a fairy, thought he, and a friendly one at that. "Sire," said the Fairy in a pleasant voice, "you will have your answer."

The Fairy waved her wand. While the King's train continued to the palace, the King now stood on the ground by the river, watching a likeness of his own royal self ride on his horse toward the palace. Looking down at his clothes, the King saw that he was now dressed as a common woodcutter, and in one hand he held an axe instead of a sword. The Fairy smiled and waved her wand toward the edge of the woods. Instantly, a woodcutter's cottage appeared.

"What's the meaning of all this?" demanded the King, a rage beginning to build. This Fairy may not be so friendly after all.

"Your Majesty," said the Fairy in the same light, sing-song voice, "soon you will have a chance to help your six councilors. Be sure to invite them to dinner at your woodcutter's cottage three days hence."

She vanished. Suddenly, the King noticed on the river a boat that was starting to rock wildly, for a windstorm had come up. By the sound of the voices on board, the King recognized the voices of his own six councilors. The wind whirled about, wrapping his woodcutter's garments tightly around him. Meanwhile, the boat nearly tipped over and the voices on board shrieked.

At once, the King, a strong swimmer, dove into the river and swam toward the boat. Jumping on board, he took the oars from the rowers and managed to steer the craft safely to shore.

The soaked councilors, nearly giddy with relief, stepped off the boat. They clapped the woodcutter on the shoulder, thanking him again and again for saving their lives, and asked him to name his reward.

Remembering the Fairy's words and his new common status, the King bowed before them and said, "In three days I plan to host a feast in my cottage for my friends. It would do me great honor if such noble guests as yourselves would attend."

"Is that all?" said one of the councilors (the one that's too concerned with money, noticed the King).

"To have noblemen such as you in my home would do me a great honor," repeated the King.

Later that night, restored to his kingly form, King Gustav was settling down to bed when a mist again formed before him and took the shape of a woman.

"Your Highness," said the Fairy in her soft voice, "invite your councilors to a royal banquet at the palace in three days to mark your departure and to announce which councilor you have selected to rule while you're away."

"I haven't yet decided which one is to rule," said the King. "Besides, they cannot come - they are already committed to attending the woodcutter's dinner."

"Indeed," said the Fairy. She vanished.

Next morning, the King summoned his six councilors.

"I have been giving great thought to which one of you is best suited to assume command of the land while I'm away," he said. Each of the councilors stood up a little taller, and one of them (the one too concerned with his hair) quickly ran a comb through his hair. The King continued, "I will announce my decision at a royal banquet to be held the day after tomorrow."

The six councilors nervously looked at one another, realizing the conflict in the date.

One of them (the one that was uninspired) spoke up. "Of-of course, sire," he said, his eyes darting right and left. "We will be there."

At banquet night, the King watched his councilors file in. One, two, three, four, five... Hmm, just five? He called the five councilors before him.

"Where is Lukas?" demanded the King, referring to the youngest councilor.

"He is not here," said one of the councilors (the one given to drink).

"And exactly why would he not attend my banquet?" said the King, his voice rising.

"Apparently he had an engagement," said another, "with a woodcutter."

"A woodcutter?" shouted the King. "Bring Lukas to me at once!"

An hour later, a frazzled Lukas was led before the King's throne.

"Exactly where were you tonight, Lukas," asked the King sternly, pointing his ringed finger at the young man's face, "when I specifically ordered you to attend my banquet?"

"I had accepted an invitation to dine with a woodcutter," said Lukas, as the five councilors tittered, "or so I thought, though when I went there tonight, the cottage that had been there only a few days ago seems to have disappeared."

"Not only do you stand up the King, your own royal liege!" The King was now shouting. "But you do so to attend dinner with a woodcutter, and one whose cottage isn't even there?"

"Sire, I had accepted," is all he could say.

"As I accept you," the King kindly replied. He lifted his infant son from his queen's lap and handed the child to his youngest councilor. "Lukas, not only did you keep a commitment you had made, but you did so even at the risk of my own royal anger. Thus, you showed the inner strength to be a true leader. While I'm away, you are the one I entrust with the affairs of my kingdom, my queen, and our royal child."



# Quotes About Citizenship



**Week 1**

“We’re here today to recommend that throughout America we teach values to our children; that we not only teach our children how to read and write, but that we be bold enough to teach them the difference between right and wrong, as well.”  
—President George W. Bush

“He, who loves not his country, can love nothing.”  
—Lord Byron

“There are no points of the compass on the chart of true patriotism.”  
—Robert Charles Winthrop

“What do I owe to my times, to my country, to my neighbors, to my friends? Such are the questions which a virtuous man ought often to ask himself.”  
—Lavater

“Politeness is the art of choosing among one’s real thoughts.”  
—Adlai Stevenson II

**Week 2**

“What the people want is simple. They want an America as good as its promise.”  
—Barbara Jordan

“A nation, as a society, forms a moral person, and every member of it is personally responsible for his society.”  
—Thomas Jefferson

“Americanism is a question of principles, of idealism, of character: it is not a matter of birth-place or creed or line of descent.”  
—Theodore Roosevelt

“Public virtue is a kind of ghost town into which anyone can move and declare himself sheriff.”  
—Saul Bellow

“It is strangely absurd to suppose that a million of human beings, collected together, are not under the same moral laws which bind each of them separately.”  
—Thomas Jefferson

**Week 3**

“When we give children knowledge and skills, we give them tools to build a future for themselves. When we give our children lessons in character, we give them tools to build a brighter future for their world.”  
—Rod Paige

“Life is not so short but that there is always time enough for courtesy.”  
—Ralph Waldo Emerson

“In a time of social fragmentation, vulgarity becomes a way of life. To be shocking becomes more important—and often more profitable—than to be civil or creative or truly original.”  
—Al Gore

“It is in the shelter of each other that people live.”  
—Irish Proverb

“We are all angels with one wing. We can only fly while embracing each other.”  
—Luciano De Crescenzo

**Week 4**

“Like the body that is made up of different limbs and organs, all moral creatures must depend on each other to exist.”  
—Hindu Proverb

“Service to others is the rent you pay for your room here on earth.”  
—Muhammad Ali

“Service, which is rendered without joy, helps neither the servant nor the served. But all other pleasures and possessions pale into nothingness before service which is rendered in a spirit of joy.”  
—Mahatma Gandhi

“Help others and give something back. I guarantee you will discover that while public service improves the lives and the world around you, its greatest reward is the enrichment and new meaning it will bring your own life.”  
—Arnold Schwarzenegger

“Pressed into service means pressed out of shape.”  
—Robert Frost

## Characteristics of a Good Citizen: Five Themes of Good Citizenship

1. **Honesty** is the basic theme of good citizenship. A person must be honest with others and with himself or herself in order to be a good citizen.
2. **Compassion** is the emotion of caring for people and for other living things. Compassion gives a person an emotional bond with his or her world.
3. **Respect** is similar to compassion but different in some ways. Whereas compassion is directed toward other people or living things, an important aspect of respect is self-respect. In addition, respect is also directed toward inanimate things or ideas, as well as toward other people and/or living creatures. For example, people should have respect for laws. Finally, respect includes the idea of esteem or admiration, whereas compassion is a feeling people can have for others they don't necessarily admire.
4. **Responsibility** is created by honesty, compassion and respect which includes both private, personal and public responsibility. All individuals and groups have responsibilities. Responsibility is about action, and it includes much of what people think of as good citizenship. One of the main responsibilities of students is to learn. They must educate themselves so that they can live up to their full potential.
5. **Courage** is important to good citizenship. Human beings are capable of moving beyond mere goodness toward greatness. Courage enables people to do the right thing even when it's unpopular, difficult, or dangerous. Many people— including Ben Franklin, Thomas Jefferson, Martin Luther King Jr., Susan B. Anthony, and Mahatma Gandhi—had the courage to change the rules to achieve justice.