



## *Teach One to Lead One*® Character Assessment Report

January – December 2006

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### The Auditor

These performance measures were generated and audited by Dr. Clete Bulach, a college professor and retired school superintendent, and consultant to Georgia and West Virginia Departments of Education. His agency measures the effectiveness of character education in public schools. In partnership with the *Teach One to Lead One*® Program Office of Celebrate Life International, Inc., data was gathered through a national sample of public middle and high school students utilizing a 65-question self questionnaire. Surveys were conducted during Spring and Fall Semesters in 2006. Dr. Bulach commented at the time, "**In my over 40 years of experience, [*Teach One to Lead One*] is the only program I have seen that is able to take at-risk juveniles and turn them around.**" Recently he added:

After reviewing the most recent stats, I want to inform you that the data is amazing. The control group (kids who did not go through the T1L1 program) reported negative progress just as I expected. **On the other hand, students who completed the T1L1 program reported improvement and some are statistically significant.** That says a lot for your program. Improving scores when it is normal for them to get worse indicates that your program is working.

### Specific Issues & Perceptions

**Many of our students started the program saying it was okay to steal, smoke marijuana, or do nothing if they saw someone get bullied. We saw *dramatic changes* in many of these kids as a result of T1L1. Look at these responses to specific issues and perceptions. Remember, these are just looking at those students who started out with a negative stance on an issue:**



...who had said it was okay to steal now say it's wrong and they won't do it



..who had said it was okay to use tobacco now say it's wrong and they won't use it

35%

...who had said it was okay to smoke marijuana now say it's wrong and they won't use it

34%

...who had said it was okay to drink while under the legal age now say it's wrong and they won't participate in that activity

21%

...who had said it was okay to drive while under the influence of drugs or alcohol now say it's wrong and they won't do it

37%

...who had said they could not influence their relationships with other people now feel empowered to have that influence

23%

...who had said it was okay to use illegal drugs now say it's wrong and they won't do it

21%

...who said they had no choice regarding their attitude each day now realize they can choose what their attitude will be

18%

...who had said it was okay to have friends who engage in illegal activities now say it's wrong and they won't keep that kind of company

18%

...who turned a blind eye to those who were being bullied now say that was wrong and they will help someone who is being bullied

### **Behavioral Traits**

All of the student responses were summarized using commonly-accepted traits usually referred to as "behavioral traits." Here are the traits and their definitions, as well as the percent of improvement in the students during the course of the T1L1 program:

5%

#### **Respect**

How we treat self and others, as well as property, and attitude toward sex and drugs (5 percent improvement)

8%

#### **Leadership/Integrity**

Leading and helping others at school and community; living and role modeling by universal ethical values (8 percent improvement)

3%

#### **Honesty/Fairness**

Doing away with lying, cheating, stealing (3 percent improvement)

10%

#### **Responsibility/Accountability/Dependability**

Our habits and our attitude toward life's circumstances determine success or failure in life (10 percent improvement)



**Cooperation**

Improving communication to be able to work on problems; working together with a goal in mind; positive relationships with peers and adults (5 percent improvement)



**Perseverance/Diligence**

Plans for furthering education and pursuing higher education; goal setting and accomplishing goals (2 percent improvement)



**Compassion/Empathy**

Using talents and skills to benefit others (1 percent improvement)



**Self-Control/Discipline**

Ability to deal with peer pressure; recognize trouble and be aware of consequences (1 percent improvement)

Click here for a [bar graph](#) illustrating the "before" and "after" empirical data of these eight behavioral traits. Then look at this second [graph](#) that shows how Control Groups (students at the same schools who *did not* participate in the T1L1 program) actually *declined* in their behavioral traits scores, as compared to their counterparts who *did* improve as a result of T1L1.

**Student Comments**

Individual students provided specific comments at the end of the *Teach One to Lead One*® program:

|   |  |   |
|---|--|---|
| “ | <b>I take a lot more care of my community and I am now more of a leader, not a follower.</b>     | ” |
| “ | <b>I made an effort to be more considerate of others and take responsibility for my actions.</b> | ” |

[More Student](#)

# Respect

## Welcome & Review – 5 Minutes

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- ✓ Welcome the students back.
- ✓ Ask students to summarize what they learned last time.
- ✓ Review **universal principles** and emphasize the **Life Skill**.
  - **Universal principles** are truths we live by that are true for anyone, anywhere, anytime.
  - **Life Skill:** Think before you act!

# That's Life!

## 10 Minutes

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Play the **Life Lesson** video 'What is Respect?'

# The Big Picture

## 10 Minutes

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Have a class discussion and use the following questions to get started:

1. What does "deserve **respect**" mean? (*to be worthy of; to earn*)
2. Do you agree that every human being should be treated with **respect**? Why or why not? (**Respect** is a principle that everyone should live by. We should **respect** others even if we don't know them or agree with them.)
3. What is the "Golden Rule"? (*Treat others as you want to be treated.*)
4. Why should you practice the Golden Rule? (**Respect** means to treat others the way you want to be treated.)
5. Why is **respect** a basic human right? (*Every person should be treated with kindness and fairness.*)

## Living Principles!

Mentoring Program

6. Why do you think people should **respect** you, even if they don't know you or agree with you? *(It is the right thing to do.)*
7. Have you ever received a compliment or kind action from someone you didn't know? How did that make you feel about that person? About yourself? *(You feel appreciated and valued.)*
8. Why do you feel good when you give someone a compliment or do something nice for someone? *(You are building them up and that, in turn, builds you up too.)*
9. What are some ways to show a stranger *(a store clerk, waitress, etc.)* **respect**? *(make eye contact, smile, be friendly, say thank you)*
10. What are some ways to show **respect** to your friends, family or teachers? *(be kind, give genuine compliments, be helpful, use your manners, don't use foul language)*

# Life Skill

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Tell the students that for them to experience the *best* that life has to offer, the following **life skill** should be learned and put into action:

**Treat other people the way you want to be treated.**

*You would never want someone to disrespect you or judge you. Everyone wants to be respected. Before you do or say something to someone, ask yourself, "How would I want to be treated?" And then, act in that way.*

## How Do I Use It?

60 Minutes

Depending on the time, lead the students in one, some or all of the following activities:

### 1. **Play the Game!**– 15 Minutes

*Place a blank, adhesive mailing label (at least 3½" x 5") on each student's back. Have the students mingle around the room and write one positive descriptive word (about that person) on each student's sticker. No word should be used twice on someone's sticker. Make sure that all the students participate and that everyone has written a word on each student's sticker. Mentors should participate by writing words on students and getting words written on their stickers. When everyone has finished, have the students sit back down and remove their stickers. Ask them to read their positive words and pick out 2 that they liked the most. Have them tell the class which words they liked the most. Mentors should do this, as well. After everyone has had a turn, ask the following questions:*

- a. *Did it feel good to read so many positive words about yourself?*
- b. *When everyone read the words that meant the most to them, did you hear a word that you had written?*
- c. *Did it make you feel good to know that a word you had written meant a lot to that person?*
- d. *Why do you think this game teaches us about **respect**?*

### 2. **Act It!**– 20 Minutes

*In groups of 4 or less, perform a skit to show an act of disrespect and then, an act of **respect**. Pull from your experiences at school or work.*

### 3. **Create It!**– 15 Minutes

*In groups of 4 or less, take 5 minutes to create a poster that explains how to live by the principle **respect**. Use What? When? Where? How? Present group posters to the class (10 minutes).*

### 4. **Write It!**– 10 Minutes

*In your journal, write at least 5 sentences about how respecting others can help you have a better life and how you plan to do this in your life.*

# Sample Curriculum

A Teach One to Lead One®  
**Living Principles!**  
Mentoring Program

## Break it Down

15 Minutes

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Have the students form small table groups of 5 or less with a mentor at each table. The objective is to do the following:

- ✚ Let the students talk
- ✚ Listen
- ✚ Emphasize the **Life Skill** of the session and make sure the students know how it applies to them and how to put it into practice in their life.
- ✚ Make a personal connection with the students
- ✚ Encourage and affirm the students
- ✚ Challenge the students to make positive changes in their lives

Discussion Starters:

- ✚ Tell us about a time someone respected or disrespected you. How did you feel?
- ✚ How would you respond if a person at school approached you and started 'talking trash' about another one of your friends?
- ✚ *Mentors: Share the story about **Respect** found in Appendix B.*

## Appendix B – Useful Stories

Mentor Teams may choose to incorporate the following stories into the sessions during class discussion or small groups:

### ***Respect – A Story about Jackie Robinson***

Older baseball fans remember when Jackie Robinson joined the Brooklyn Dodgers. Jackie was the first African-American to ever play Major League baseball. This was during a time in American history when racial segregation was commonplace and racism was blatant. Needless to say, he faced hatred wherever he traveled from other players and fans alike. Players would throw fastballs at his head, spike him on the base and hurl brutal insults from the dugouts and bleachers. Jackie endured these and other situations where he was disrespected as a player and, even worse, as a human being.

Always wanting to strive for his dream to play as one of the greatest, Jackie Robinson went from city to city and game to game playing his best. However, his ability to endure this abuse was failing and his career began to look dim and in jeopardy.

During one game in Boston, the taunts and racial slurs reached a horrible peak after he made a wrong move at second base and was charged with an error. The crowd was relentless with their disrespect. Jackie was considering this would be his last game. He was ready to quit and walk off the field.

About this time, a fellow Dodger named Pee Wee Reece called a time-out. The crowd continued in their frenzy of insults and did not pay much attention until they saw Pee Wee walking toward Jackie. The crowd didn't know what Pee Wee was going to do to Jackie so everyone quieted their insults and watched. Pee Wee Reece proudly left his position at short stop and walked to Jackie who was in his second base position. Without saying a word, Pee Wee put his arm around Jackie's shoulder and stood proudly beside him and looked up into the crowd. The crowd was silent as they watched the white, Pee Wee Reece, proudly supporting his African-American team mate, Jackie Robinson. Pee Wee's quiet decision on that day spoke louder than any words of insult that had been shouted. The respect he showed Jackie was genuine and uncharacteristic of the many





people in that ball park on that day. Jackie Robinson was later quoted to say that this gesture of genuine respect saved his career.

# Sample Curriculum



Teach One to Lead One®

LIVING PRINCIPLES!™

Created by Celebrate Life International

## What is Teach One to Lead One® Living Principles!™?

**Teach One to Lead One® Living Principles!™ (T1L1-LP) is a team mentoring program that enables you to bring the Teach One to Lead One® philosophy to your community.**

Are you looking for a way to build character and leadership skills in young people with a spirit of adventure and celebration? Do you have a team of like-minded adults with a passion to mentor youth? Then T1L1-LP is perfect for you!

This volunteer mentor-based program includes the training and materials needed to get you started. The Teach One to Lead One® philosophy is a tried-and-true solution that introduces young people to **universal ethical principles** that enable them to build lives of integrity, create positive relationships, stand strong in healthy habits, and multiply their influence among their peers. T1L1-LP is simple to facilitate, fun, exciting, and geared toward an audience of youth between age 11 and 19 in many kinds of settings.

## Who can use this program?

**Becoming a T1L1-LP mentor team requires a partnership between you and Celebrate Life International (CLI).**

If your team of volunteers agrees to the T1L1 philosophy and meets the requirements for collaboration with our organization, then you are eligible to order the T1L1-LP Program Kit. You can apply online by visiting [www.CelebrateLife.org](http://www.CelebrateLife.org).

## What is in the Program Kit?

**The T1L1-LP Program Kit contains:**

- 4 Mentor Preparation Manuals
- 1 Mentor Training DVD
- 4 Curriculum Books
- 1 Companion DVD
- Performance Measurement Assessments for 30 students

Additional materials are available for your mentor team to use to enhance delivery of the program such as student journals, visual aids, screen-printed logo t-shirts, completion certificates and more!

Make a Difference... Get Started Today?  
Visit [www.CelebrateLife.org](http://www.CelebrateLife.org)

## Universal Principles

Respect

Integrity

Teamwork

Self-Control

Courage

Compassion

Humility

Responsibility

Excellence

Enthusiasm

Honor



# What's the goal of the program?

**Teach One to Lead One® Living Principles!™** links up positive adult role models from the community with youth within the context of healthy mentoring relationships.

The end result will be community-wide transformation. Youth will be equipped to live lives of integrity, stand strong in healthy habits, create positive relationships and multiply their influence among their peers.

Through the *Teach One to Lead One®* program, students are encouraged to seek truth and begin asking questions of significance regarding their lives and their future.

The goal is that caring adult mentors do the following:

- Care about and love the kids unconditionally
- Teach truth (Universal Principles)
- Build relationships
- Encourage
- Give hope
- Role-model a life of integrity

The goal is that the mentored students do the following:

- Feel loved, empowered and encouraged
- See a positive role model
- Learn about and apply the Universal Principles
- See their value
- Have hope
- Influence their peers positively

# What about training?

The **T1L1-LP Program Kit** provides self-study materials so that your team can effectively train itself. Easy-to-understand manuals and helpful video clips are designed to equip you to implement the program.

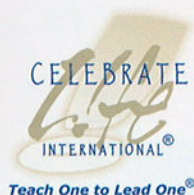
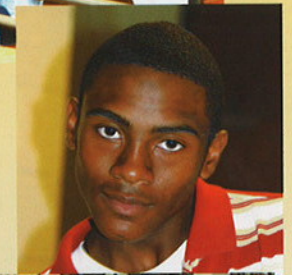
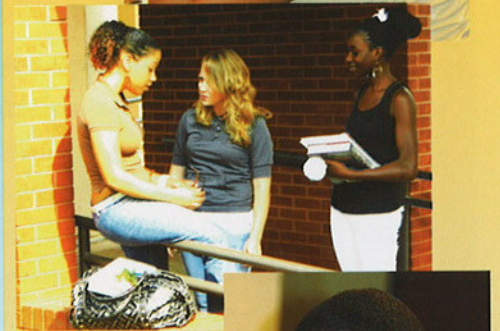
# How long does the program last?

**T1L1-LP consists of 12 sessions.** We encourage you to build quality relationships with the students by delivering the curriculum in 12 weeks. Some flexibility is built in, however, if you need to follow a different schedule.

# Where can we use the program?

**You can deliver the T1L1-LP program in many settings:**

- Public high schools and middle schools
  - Charter and alternative schools
  - Juvenile hall and youth detention facilities
  - Church youth groups
  - Summer camps
- ...and many other customized environments of your choosing



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