

CHANGES IN CHILDREN'S CHARACTERS

Based on these criteria, the following rubric was developed:

	Excellent	High	Medium	Low	Very Low
Honest	Harmony of head, heart and hands, i.e. always examines an act in own conscience before putting into practice	Feels guilty if acts dishonestly and tries to atone for it in some way	Feels guilty if acts dishonestly, but does nothing about it	Honest when being watched but acts dishonestly when no-one is watching	Behaves dishonestly whether being watched or not
Sense of duties and obligations of given position	Puts duties and obligations before own needs; finds extra things to do; strives for welfare of all, not to harm/injure another	Carries out duties willingly but likes to feel good or be praised for it	Carries out duties and obligations without being reminded but does so out of sense of guilt or with other negative feelings	Carries out duties if reminded but not if left to own initiative	Puts own needs first and deliberately shirks duties and obligations
Tells truth	Says what is true and necessary for the welfare of others, says it with love, and remains silent at other times	Speaks the truth all the time, but does not distinguish between 'necessary' and 'not necessary'	Tells 'white lies' to save another person's feelings or to please others	Tells 'white lies' to save self from trouble	Lies frequently without any concern for consequences
Gives others their due	Enjoys others' successes as much as s/he enjoys his/her own; bears no ill-will towards anyone	Gives others their due recognition but doesn't really <u>feel</u> it from the heart	Genuinely gives others their due as long as s/he feels equal or better	Makes excuses about why s/he is not as successful	Feels jealous and puts others down or indulges in talk that puts others down
Considerate to the weak	Gives selflessly without expectation of anything in return; actually <u>feels</u> the other's joy/pain and heals it to the best of his/her ability as if healing his/her own pain	Will stand up for the weak if necessary but not consistently	Doesn't actively help others but avoids doing them harm or causing pain	Watches while others bully the weak (physically, mentally or emotionally), i.e. participates passively	Bullies the weak (physically, mentally or emotionally)

	'Loves all, serves all.'				
Has principles and stands by them	Stands strongly even if ostracized by others, but is not affected by it; faith and determination to face challenges of life	Believes in principles and will not go against them but will not stand by them if in the company of others who do not agree with them	Tells the crowd it's wrong but goes with them anyway (i.e. participates passively)	Goes with the crowd but feels uncomfortable if it goes against his/her principles	Goes with the crowd with no sense that it's wrong; adheres to own likes and dislikes
Not too elated by good fortune and depressed by bad	Able to accept good and bad equally without being affected at all: unruffled by any loss or gain of fortune	Looks for the lesson in good and bad experiences and uses them to further personal growth	Knows that good and bad experiences help us to grow but makes no effort to learn the lesson or do the work	Blames others for bad fortune and attributes good fortune to own doing	Becomes excessively elated or depressed; may take medication to suppress feelings; dependent on material possessions and relationships for happiness; easily angered
Loyal	Unwavering	Reasonably loyal but still puts own needs ahead of the other's	Cools off if desires not fulfilled	Loyal to those who are loyal in return or have something to offer	Fickle
Trustworthy	Keeps word and never goes back on it, even if it involves personal sacrifice	Makes an alternative arrangement if has to back out	Feels guilty if breaks a promise rather than make some personal sacrifice	Keeps word unless it will cause some personal sacrifice, then convinces self it is OK to back out	Sees nothing wrong with breaking a promise

The teachers were asked to randomly select 10-15 children in their classes and to fill out the rubric for each of these children twice – at the beginning and at the end of the project.

- In both control and experimental classes there were consistent increases in the percentages of children scoring in the “excellent” and “high” categories.
- However, the percentage increases were larger in the experimental classes for all constructs– this suggests that the SSEHV interventions may have had some impact on these figures.

For further details please go to [Rubric Outcomes](#)