

HONESTY & TRUTHFULNESS IN THE SCHOOL JOURNALS

VALUE	TITLE OF STORY	PART / NO.	YEAR
Honesty and Truthfulness	The Whispering Ghost	2 / 3	1993
	Nice Chap	2 / 4	1993
	The Big Bag of Oranges	3 / 2	1993
	Profit and Loss	3 / 3	1993
	Neighbours	2 / 1	1994
	Poor Kid	2 / 1	1995
	Emma's Haircut	3 / 3	1996
	Finders Keepers	2 / 1	1997
	Lemonade	2 / 4	1997
	Jenny's Togs	2 / 3	1998
	Skinflint Chu	3 / 3	1998
	Ruby's Sunflower	1 / 5	2001
	The Brilliant Plan	1 / 5	2001
	The Moa	4 / 3	2001
	She loves me, she loves me Not	4 / 3	2003
	Hello, Joy Cowley	4 / 1	2003
	The Best Skateboarder in School	1 / 3	2003
	The Butter Trap	1 / 1	2003
	The Little Lizard's Sadness	3 / 1	2003

STORIES THAT REINFORCE OBEDIENCE

TITLE	AUTHOR
Mishka	Victor G. Ambrus
Tim to the Rescue	Edward Ardizzone
Little Tim and the Brace Sea Captain	Edward Ardizzone
Pancakes! Pancakes!	Eric Carle
Melanie Jane	Susan Arkin Couture
Penguin Pete and Little Tim	Marcus Pfister
Jack the Ship's Boy	Jean Merrien
The Three Happy Lions	Louise Fatio
The Story about Ping	Marjorie Flack
The Wolfhound	Kristine Franklin
Huni	Fiona French
Mop Top	Don Freeman
Lazy Jack	Vivian French
Educating Arthur	Amanda Graham
Old Wind and Liu Li-San	Aline Glasgow
The Horse, the Fox and the Lion	Paul Galdone
Pinocchio	Campbell Grant
Gilbert and the Birthday Cake	Jack Harvey
Kangaroo Joey finds his Shadow	Anita Hewett
Over in the Meadow	Ezra Jack Keats
Said the Hen to the Chick	James Kruss
Cinderella	Nola Langner
Alvin the Knight	Ulf Lofgren
The Twenty Seventh Annual African Hippopotamus Race	Morris Lurie
Bob Bushtail's Adventure	A.J. MacGregor
Little Raccoon and the Thing in the Pool	Lilian Moore
The Jack O'Lantern Trick	Lillie Patterson
Hopper	Marcus Pfister
Banji's Magic Wheel	Letta Schatz
Gee, do I have to?	Cheryl Semple
The Little Elephant who like to Play	Naomi Sellers
The Jade Horse, the Cricket, and the Peach Stone	Ann Tompert
Oom Razoon	Diane Wolkstein
I don't want to have a Bath	Julie Sykes
The Most Obedient Dog in the World	Anita Jeram
Ellen and the Queen	Gillian Avery

**A Class
Investigation**

HEROES of DUTY

What is a hero of Duty?

Heroes are people who we can admire because they do the right thing. Many real heroes are not even famous and can be any age, rich or poor, have a job or act as a volunteer.

A *Hero of Duty* is anyone who we see, hear or read about fulfilling an obligation to do what is right in a way that inspires us to think about our own actions.

Finding out about a hero of Duty

- Investigate the life of someone you consider to be a *Hero of Duty* and write an article for your local newspaper or school newsletter. It could be someone who:
 - volunteers to serve on a Board of Trustees, in a St John's ambulance or a fire brigade, sports coach or charity worker.
 - is famous for showing duty (eg: Sir Edmund Hillary, see over)
 - you have read about in the newspaper or a magazine
 - is a family member or friend of yours who is known for doing the right thing.

Some questions to answer . . .

- ? What do you know about this person?
 - ? Why is this person known for their duty?
 - ? What have they done that has shown duty?
 - ? What can we learn by their example?
- Investigate an organisation that needs duty as part of its operation, eg: Red Cross, Rotary Club, St John's.

Some questions to answer . . .

- ? What is the history of this organisation?
- ? Who do they show duty to?
- ? What help are people given to be dutiful?
- ? How do New Zealanders benefit from this organisation?
- ? How can we do more to use this organisation?

Our greatest heroes are ordinary people doing extraordinary things.



Become a Hero of Duty

Think about how you can become a person who fulfils your obligation to do the right thing.

List below some ideas that would help you, your class, this school or your family to become more dutiful.

We could become more dutiful if we . . .









Using the 4 examples above, either . . .

1. Survey your friends/class on how they rate themselves with these examples and graph the results
2. Write a mini play that has all 4 situations in it
3. Design a board game called 'Duty' and use the 4 examples (and more) as situation cards to get bonus points or jumps

OR . . .

Convert the Heroes Creed (see over) into a class poster or mural with illustrations.

"The greatest obstacle you will ever encounter is yourself."
Sir Edmund Hillary



THE HEROES CREED

I am a hero, even when no one is watching.
I do the right things to help my family, school and community.
I plan what I do and do what I plan.
I treat others with honesty, kindness and respect.
I am accountable for my actions.
I am persistent in the pursuit of my dreams.
I am optimistic.
I believe I can make a difference.
I will run the long race and enjoy the journey.

*Everyone needs a hero.
Everyone can be a hero!*

Adapted from the
Heroes & Dream Foundation

Sir Edmund Hillary – A hero of Duty



Sir Edmund Hillary is New Zealand's most famous mountaineer. On 29th May 1953 when he was 33, Hillary stood on top of the world - the first person to reach the Summit of the world's tallest mountain - Mount Everest. Although throughout the next 50 years Sir Edmund had many adventures and roles, it is his help to the people of Nepal that has been his biggest contribution to our world.

Learning that the Sherpa people had no schools or hospitals, Hillary's Himalayan Trust set to work. Even though 27 schools, 2 hospitals, 12 clinics, an airfield and several bridges over raging rivers were built, their work still continues to this day.

Sir Edmund Hillary has a great sense of doing what is right in fulfilling an obligation to serve others. Remember this Hero of Duty next time you see him on a \$5 note!

See what other facts you can find out about the life, work and example of Sir Edmund Hillary.



Cornerstone Values

Character Check-up



Name:

Date:

Class:

Circle the number that is true for you and then add up your score.

HONESTY

	Always	Sometimes	Never
1. Follow school rules	3	2	1
2. Tell the truth to teachers	3	2	1
3. Copy someone's test	1	2	3
4. Steal from a shop	1	2	3
5. Tell the truth to parents	3	2	1
6. Tell the truth to friends	3	2	1
7. Say you can do things that you really can't	1	2	3
8. Cover things up when you make a mistake	1	2	3
9. Promise to do things and then 'forget'	1	2	3
10. Lie to others	1	2	3

Adding the circled numbers, my total score for **HONESTY** is _____

RESPECT

	Always	Sometimes	Never
1. Follow family rules	3	2	1
2. Read other people's private letters, diaries, etc ..	3	2	1
3. Talk back to teachers or parents	1	2	3
4. Make fun of adults	1	2	3
5. Interrupt teachers and parents	1	2	3
6. Treat others like they don't matter.....	1	2	3
7. Use things without permission and don't return them .	1	2	3
8. Spread lies about others	1	2	3
9. Obey parents and teachers	3	2	1

Adding the circled numbers, my total score for **RESPECT** is _____

CONSIDERATION

Always Sometimes Never

1. Let others get on with their work in class	3	2	1
2. Allow others to go through a doorway before me	3	2	1
3. Share the ball when playing sport	3	2	1
4. Do jobs around home even when not asked	3	2	1
5. Say please, thank you and excuse me	3	2	1
6. Greet people using their names	3	2	1
7. Say hurtful things to others	1	2	3
8. Play loud music even when it is annoying others	1	2	3
9. Complain about what you have for tea	1	2	3
10. Share your toys	3	2	1

Adding the circled numbers, my total score for **CONSIDERATION** is _____

RESPONSIBILITY

	Always	Sometimes	Never
1. Teachers, parents and coaches can depend on you ..	3	2	1
2. Accept being told off	3	2	1
3. Keep promises	3	2	1
4. Make excuses	1	2	3
5. Do things to the best of your ability	3	2	1
6. Agree to do things that you can't do	1	2	3
7. Treat everything like a joke	1	2	3
8. Finish homework on time	3	2	1
9. Look after children who are younger than you	3	2	1
10. Get to places on time	3	2	1

Adding the circled numbers, my total score for **RESPONSIBILITY** is _____



KINDNESS

	Always	Sometimes	Never
1. Care about your friends and family	3	2	1
2. Show love to a sad friend or family member	3	2	1
3. Think of things that would make others happy	3	2	1
4. Be cruel to a family member	1	2	3
5. Hurt animals	1	2	3
6. Tease and play tricks on someone you don't like	1	2	3
7. Make fun of someone who is different	1	2	3
8. Expect something in return for your help	1	2	3
9. Only being kind to those who are kind to you	1	2	3
10. Remind others of how much you have helped or given	1	2	3

Adding the circled numbers, my total score for **KINDNESS** is _____

OBEDIENCE

	Always	Sometimes	Never
1. Do the things that you believe are right	3	2	1
2. Follow the direction of your teacher	3	2	1
3. Break rules at home	1	2	3
4. Obey the road rules	3	2	1
5. Cheat when you play sport	1	2	3
6. Follow rules only when you are being watched	1	2	3
7. Show that you can be trusted	3	2	1
8. Copy what others do, even when it is wrong	1	2	3
9. Repeat your mistakes	1	2	3
10. Own up, apologise and make it right	3	2	1

Adding the circled numbers, my total score for **OBEDIENCE** is _____



COMPASSION

	Always	Sometimes	Never
1. Raise money for poor people	3	2	1
2. Look after your brother or sister if they get hurt	3	2	1
3. Quickly help children who hurt themselves in the playground	3	2	1
4. Help others in class when they need it	3	2	1
5. Help to cheer someone who is sad	3	2	1
6. Help to look after anyone who gets sick in your house	3	2	1
7. Visit old people	3	2	1
8. If you saw someone fall off their bike you would stop and help them.....	3	2	1
9. Make friends with children who don't have many friends	3	2	1
10. Share your things with others	3	2	1

Adding the circled numbers, my total score for **COMPASSION** is _____

DUTY

	Always	Sometimes	Never
1. Help with jobs around home for free	3	2	1
2. Help other people in your neighbourhood with jobs ...	3	2	1
3. Look after old people	3	2	1
4. Pick up litter when you see it	3	2	1
5. Keep your bedroom tidy	3	2	1
6. Obey those who guide you to do the right thing	3	2	1
7. Do what is honest and tell the truth	3	2	1
8. Take responsibility for your own actions	3	2	1
9. Respect yourself and others	3	2	1
10. Think of others with acts of kindness, consideration & compassion	3	2	1

Adding the circled numbers, my score for **DUTY** is _____

NOTE TO TEACHERS

This survey is intended to be used as a discussion starter and activity for a child who is having some time out for inappropriate behaviour. It is not intended to be a scientific analysis of a person's character. Ultimately all responses are rather subjective and depend on the honesty and willingness of the child to recognise the right and wrong in their life. Follow up activities/teaching could be constructed for any section adding to less than 20.

The R E S P E C T Song

1. At our school we like the golden rule
About the way we act
How you speak to people that you meet
Should be the same as you want spoken back!

Chorus Show Respect, everyday,
Show Respect, that's R . E . S . P . E . C . T
Respect, is what you get,
When you give Respect away

2. Use manners at your Nana's
Say thanks to your Gramps
And ta, to your Pa
Please should come, when talking to your Mum
Courtesy will take you far

3. Take care of things that you use
Everywhere you go
Looking after me and my property
Will help our friendship grow

4. My friends and me we like to play
At breaks and after school
But doing what I'm asked, and doing it fast
Is learning to play by the rules.

The Respect Song ideas came from Room 6 at Weston School in North Otago, New Zealand where the Cornerstone Values Curriculum is taught. The Respect Song can be sung to the tune of The Happy Wanderer.

THE 8 CORNERSTONE VALUES ARE...

1. **Honesty and Truthfulness**

Willingness not to steal, cheat, lie or be unfair.

This means telling the truth

2. **Kindness**

Willingness to help, show concern for and be friendly to others.

This means being a friend

3. **Consideration and Concern for Others**

Willingness to be kind, thoughtful and consider the interest of others before self.

This means thinking of others

4. **Compassion**

Willingness to help, empathise with, or show mercy to those who suffer.

This means helping those in trouble

5. **Obedience**

Willingness to obey rightful authority.

This means doing what you are asked for those who care

6. **Responsibility**

Willingness to be answerable, to be trustworthy and accountable for one's conduct and behaviour.

This means being trustworthy

7. **Respect**

Willingness to treat with courtesy; to hold in high regard; to honour; to care about yourself and others.

This means being caring

8. **Duty**

Willingness to do what is right or what a person ought to do; obligation.

This means doing the right thing



A Story about Becoming the Best Person I Can Be

by:

I must be good at school. This means not hurting others, doing what my teacher says and following the rules.

When I am good it makes everyone happy. Good children help the school to be a safe place. Good children help the school to be a place where everyone is cared for. Good children help the school be a place where everyone can learn and get along together.

Question 1

Why should children be good at school?

I know that my teacher has lots of children to teach and look after so it makes them pleased when I am good.

When I am being good I am growing to have good character. My character is who I am, good or bad, even when no-one is looking.

Question 2

What is good character?



Here are some ways that I can improve my character:

1. Show Kindness

This means I should help and be a friend to others.



Kindness is hard to give away because it keeps coming back to you!

I show Kindness when :

2. Show Honesty

This means I should not steal, cheat, tell lies or be unfair.



If you want to be trusted, tell the truth.

I show Honesty when :

3. Show Consideration

This means to treat others thoughtfully and not to put myself first all the time.



Before thinking of yourself, consider what will happen to others.

I show Consideration when :

4. Show Responsibility

This means that you can be trusted and can own up for what you do.



Before you win or lose will come what you choose.

I show Responsibility when :



5. Show Obedience

This means to do what I am asked by people who care about me.



It is always the right time to beegin to do the right thing.

I show Obedience when :

6. Show Respect

This means use your manners and give people the honour they deserve. Care about yourself and others.



Treat others in the way you would want to be treated.

I show Respect when :

7. Show Compassion

This means help anyone who is in trouble.



Beecome an example of how you would like others to be.

I show Compassion when :

8. Show Duty

This means doing the right thing and what you are meant to do.



It's never too late to beegin to do the right thing.

I show Duty when :

I can keep on improving my character if I . . .



1. **KNOW** what it means to be good
2. **WANT** to be good
3. **DO** things which are good

I need to remember that I come to school to learn many things. One of the most important is how to get along with other children and teachers. I want to get a **good** education but also have **good** character. Good education and good character will help make me the best person I can be. From now on this is my pledge...

Today I want to do my best

In reading, maths and all the rest

I promise to obey the rules

In my class and at this school

I'll show respect and kindness too

Responsible in all I do

I will learn all that I can

To improve who I am

When this happens you will see

The very best that I can be'



APPENDIX 12

QUOTES

suitable for newsletters etc



Quotes on Kindness and Compassion

- Kindness gives birth to kindness. (Sophocles)
- Human kindness has never weakened the stamina or softened the fibre of a free people. A nation does not have to be cruel in order to be tough. (Franklin Roosevelt)
- A kind heart is a foundation of gladness, making everything in its vicinity freshen into smiles. (Washington Irving)
- You cannot do a kindness too soon, for you never know how soon it will be too late. (Ralph Emerson)
- Be nice to people on your way up because you'll meet them on your way down. (Wilson Mizner)
- Wherever there is a human being, there is an opportunity for a kindness. (Seneca)
- I expect to pass through life but once. If therefore, there can be any kindness I can show, or any good things I can do for any fellow being, let me do it now and not defer or neglect it, as I shall not pass this way again. (William Penn)
- I feel that the greatest reward for doing is the opportunity to do more. (Jonas Salk)
- Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love.
- Kindness is a language that the deaf can hear and the blind can read. (Mark Twain)
- The only ones among you who will be really happy are those who have sought and found how to serve. (Albert Schweitzer)
- In spite of everything, I still believe that people are good at heart. (Anne Frank)
- To give life a meaning, one must have a purpose larger than one's self. (Will Durant)
- It is one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself. (Charles Warner)
- The best portion of a good man's life – his little, nameless, unremembered acts of kindness and love. (William Wordsworth)
- The entire value of a kind deed depends on the love that inspires it. (the Talmud)
- The things to do are the things that need doing that you see need to be done and that no-one else seems to see need to be done. (R. Fuller)
- A tree is known by its fruit: a person by his deeds. A good deed is never lost; whoever sows courtesy reaps friendship, and whoever plants kindness gathers love. (Saint Basil, the Great bishop of Caesarea)
- Life is mostly froth and bubble, two things stand like stone – kindness in another's trouble, courage in your own. (Adam Gordon)
- Spread love everywhere you go. First of all in your own house – let no one come to you without leaving better and happier. Be the living expression of God's kindness; kindness in your face, kindness in your eyes, kindness in your smile. (Mother Teresa)
- The little unremembered acts of kindness and love are the best parts of a person's life. (William Wordsworth)
- Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love. (Mao Zedong)
- Neither genius, fame, nor love shows the greatness of the soul. Only kindness can do that. (Jean Babtiste Henri Lacordaire)
- Some people think only intellect counts: knowing how to solve problems, knowing how to get by, knowing how to identify an advantage and seize it. But the functions of intellect are insufficient without courage, love, friendship, compassion and empathy.





APPENDIX 15

**CHARACTER EDUCATION AT
WESTON SCHOOL**

Teacher:

Year Level:

Staff Survey

<p>IMPLEMENTATION STRATEGIES</p>	<p>USED and rated 1. not effective¹ 2. effective 3. very effective Comment?</p>	<p>NOT USED because 1, not age appropriate 2. no time / forgot 3. better strategies found Comment?</p>
1. School Journal poems, plays, stories or articles		
2. Library books		
3. Focus on a role model (hero)		
4. Discussion on newsletter content		
5. Follow up from Assembly		
6. Children emailing Principal		
7. Character Check Up		
8. Code of Conduct		
9. Character Songs		
10. Cornerstone Word and Definition		
11. Thinking Sheet		

¹ Effectiveness in terms of increasing and/or reinforcing children's understanding of what it means to do the right thing.

12. A story about <i>Becoming the Best Person I can Be</i>		
13. Classroom displays		
14. Teaching and Learning Objectives		
15. Related Language activities		
16. Related Visual Art activities		
17. Quotes, sayings and statements, facts & figures		
18. Class community project		
19. Certificates		
20. Principal's reinforcement		
21. Other: (Name)		

22. Is there sufficient ongoing Professional Development to support these strategies?

23. Are there sufficient resources available to assist your delivery? What else do you need?

24. Can you suggest any others ways in which the Principal, BOT or senior teachers can support this implementation?

25. Do you have any general comments to make on why the strategies you choose to use are successful or not?
26. Do you consider the original development initiatives (eg training, parent surveys, sponsorship, BOT involvement) to have been appropriate and/or successful?
27. Do you think there should be a continuation of Character Education at a decreased level, same level or greater level at Weston School and why?
28. What general comments would you make about the implementation of the Cornerstone Values approach to building character in children at Weston School? (eg: benefits to teachers, connection to learning and/or behaviour, partnership with parents, attitudes and values delivery)

Thankyou for your time!

Building Character through Cornerstone Values

Thinking Sheet

Name:

Date:

What happened:

Tick the Cornerstone Value you did not show:

<input type="checkbox"/> Kindness <i>Being a friend</i>	<input type="checkbox"/> Respect <i>Caring</i>	<input type="checkbox"/> Responsibility <i>Being trusted</i>	<input type="checkbox"/> Honest <i>Telling the truth</i>
<input type="checkbox"/> Obedience <i>Doing what you're asked</i>	<input type="checkbox"/> Consideration <i>Thinking of others</i>	<input type="checkbox"/> Compassion <i>Helping those in trouble</i>	<input type="checkbox"/> Duty <i>Doing the right thing</i>

How could you improve what you have ticked above?

What do you need to do now to make what you did better?

What choices will you make next time?

Signed: Student

Signed: Teacher



- 1** Once at school for the day, no pupil is to leave the school grounds without teacher permission until 3.00 p.m.
- 2** No bad language or rude signs are to be used at school
- 3** Bikes are to be walked in and around the school grounds
- 4** There will be no running or outdoor games played in the classrooms, corridors or toilets. There will be no playing at all in and around the school office, car-park, entrance ways, resource rooms, or staffroom
- 5** Year 5 and above children playing organised games, within sight of the duty teacher may play on the Weston Park. This is a privilege which may be withdrawn
- 6** Around our buildings balls may not be kicked and only tennis balls used in cricket on the courts
- 7** Chewing gum and fizzy drinks are not allowed at school
- 8** Apart from the adventure playground, there is to be no climbing without the permission of a teacher
- 9** There is to be no destructive throwing of any objects
- 10** Keep off the grass if the red flag is out
- 11** Lunch is to be eaten in designated areas. Children who have finished their lunch can play when the bell rings
- 12** Staff are in charge at all times. This means follow instructions quickly and quietly

APPENDIX 6

CODE of CONDUCT

Rules to Obey

Expected Behaviours

- Treat others the way you would like to be treated
- Use common sense in all situations
- Consider the effects of your actions on others
- Be courteous to other people at all times

- Look after our grounds. You are responsible for the litter in and around your classroom
- Use the phone, e-mail, and Internet appropriately
- Be sun smart
- Find the duty teacher if you have a problem
- Let acts of honesty, kindness, responsibility, compassion, respect, obedience, concern for others and duty, influence your behaviour



CORNERSTONE VALUES QUESTIONNAIRE

A: What kind of a person would you like your child to be?

Please circle on a scale of 1 (essential) to 5 (not important)

Fit and healthy	1	2	3	4	5
Self confident	1	2	3	4	5
A leader	1	2	3	4	5
Responsible, dependable	1	2	3	4	5
Assertive, not being pushed around	1	2	3	4	5
Curious, eager to learn	1	2	3	4	5
Liked by others	1	2	3	4	5
Independent	1	2	3	4	5
Quick minded, being intelligent	1	2	3	4	5
Able to work well with other children	1	2	3	4	5
Sensitive to others	1	2	3	4	5
Kind and considerate	1	2	3	4	5
Honest and truthful	1	2	3	4	5
A hard worker	1	2	3	4	5
Getting good grades	1	2	3	4	5
Amiable, good tempered	1	2	3	4	5
Competitive	1	2	3	4	5
Willing to contribute to the community	1	2	3	4	5
Willing to accept responsibility for own	1	2	3	4	5
Respectful	1	2	3	4	5

B: How important do you think it is for a school to teach moral values and develop good character?

Please circle on a scale of 1 (essential) to 5 (not important)

	1	2	3	4	5
Why do you think so?					



C:(i) Choose five (5) values from the following list that you think our school should most emphasise in a values education programme?

Please circle five (5)

- | | |
|--------------------------|--------------------|
| Compassion | Concern for others |
| Courage | Courtesy |
| Diligence | Duty |
| Honesty and truthfulness | Integrity |
| Justice | Kindness |
| Obedience | Respect |
| Responsibility | Other (name) |

(ii) List the five (5) values that you have selected in order of your preference.

Where 1 is your preferred, 5 your least preferred

- 1.
- 2.
- 3.
- 4.
- 5.

D: Demographics

(i) How many of your children are at this school?

1 2 3 4 5 >5

(ii) How many pre-entry children do you have who will go to this school?

1 2 3 4 5 >5

(iii) Not every school has a values education curriculum. Would you be more inclined or less inclined to send your children to this school because of the school's values education curriculum?

More inclined

Less inclined

E: What ethnic group do you belong to?

Maori

NZ European

Pacific Island

Asian

Other

Thank you for taking your time in responding to this survey. Please



place it in the self addressed envelope and post before ...



Building Character through the Cornerstone Value . . .

KINDNESS^S

Definition: Willingness to help, show concern for and be friendly to other people.

Without harshness, cruelty or roughness; the state or quality of being kind, benevolent; a kind act; an act of good will.

Learning objectives:

- To know why it is important to be kind.
 - Everyone needs kindness
 - Not easily received unless it is given
 - Shows consideration and respect for others
 - Helps build positive relationships
 - Respected and appreciated by others
 - Builds a better community
- To know how to be kind.
 - Naturally
 - Thoughtfully
 - Cheerfully
 - Genuinely
- To know that manners, politeness and courtesy are forms of kindness.
- To know that animals too, should be shown kindness.
- To know that there are consequences for being unkind.
 - The law of consequences operates (cause and effect)
 - Loss of the respect and goodwill of others
 - Friendships and relationships are impaired
 - Less likely to receive kindness
 - Become hardhearted and uncaring
 - Community becomes less caring

