



How We R 3C, Inc. Aligns with Your Community

“We R 3C is dedicated to building and sustaining caring communities through programs which develop and celebrate respect, kindness and compassion.”

THE HISTORY OF WE R 3C, INC.

It is said that passion can drive the heart and soul, enable us as individuals to accomplish tasks we never thought possible, and encourage all people to live, work and respect one another. The We R 3C™ program and nonprofit organization have been built upon that passion and are dedicated to building and sustaining caring communities through programs which develop and celebrate respect, kindness and compassion.

Inspired by the realization that demonstrations of respect such as kindness, compassion and empathy can only be spontaneously, consistently and sincerely shown if one first develops an understanding that “respect” means to recognize the value of someone or something, Bart Dentino developed what experts have called a “revolutionary” approach to teaching character education and community building.

The founder of We R 3C™, Bart has been a teaching artist and curriculum consultant for over 25 years. In 2008, Bart started to reach out to communities throughout Western New York State in an effort to introduce a different approach to character education. His initial work found him involved mostly with schools and community organizations such as YMCAs, Boys/Girls clubs and other civic groups. With each presentation, his passion and motivation grew; he began to develop this creative and very effective program. Bart found that once participants understood the meaning of respect, the respectful behaviors that followed were intrinsically motivated and genuinely demonstrated regardless of the situation or setting.

In the latter part of 2011, Bart reached out to an individual with whom he had previously worked in the development of a creative problem-solving kit for children. Bob Purifico, then the President and Executive Director of the internationally acclaimed Destination ImagiNation, Inc. organization, was and remains a noted youth advocate who has helped to develop creative problem-solving programs for millions of children and adults throughout the world. Bob’s vision of helping children to make a difference in the world and Bart’s vision of teaching children methods and processes by which they could sincerely interact selflessly, compassionately and benevolently towards others matched perfectly. Together, their mutual passion merged into creating the We R 3C™ Program and We R 3C, Inc.

THE CHARACTERISTICS OF A STRONG, COOPERATIVE AND CARING COMMUNITY

A community is a group of people that share a given quality. They can share a space, a belief, a workplace, or a common goal. A community can consist of as many as a million or more people and it can be as few as two. The We R 3C™ Program recognizes that each of us is a member in a number of communities--family, school, classroom, workplace, faith-based group, social service, club, youth organization, city, village--shifting and repopulating, as we move through our day, our life, our world.

The strength of a community is anchored in the beliefs and values of its members. The cooperative attributes are anchored in the mutual recognition of the value of each member. And the desire to care for one another is anchored in the ability to develop and show understanding, compassion, empathy and forgiveness to one another. Each of these qualities is reflective of one common denominator. That common denominator is “the personal relationship” of each of the community members and how they relate to one another. If you improve the personal relationships of the community members you will undoubtedly improve the collective quality of the community itself.

THE BENEFITS OF CREATING A STRONG, COOPERATIVE AND CARING COMMUNITY

The goals of any community, whether they are to build a new playground or to cause individuals to achieve levels of higher learning, can more effectively be reached when the personal relationships within that community include understanding, kindness, compassion and selflessness. Each of these traits is a demonstration of respect that enables an individual to acknowledge the value in others. When an individual recognizes the value in others, actions related to understanding, kindness, compassion and value become intrinsically motivated leading to natural and sincere demonstrations of respectful behavior.

THE CHARACTERISTICS OF AN EFFECTIVE CHARACTER EDUCATION PROGRAM

Evidence based research has identified several components to effective character education programs all of which are an active and integral part of the We R 3C™ Program. They include the following:

- Materials based upon sound learning and moral development theories and methodologies. They recognize the ways in which youth internalize new knowledge and develop in response to that new knowledge.
- The use *internal intrinsic motivation* as the driver for behavior choices. Effective Character Education programs understand that the only way in which to promote real, long lasting behavioral change in youth is by fostering internal intrinsic motivation.
- Processed-based learning that helps students value themselves, others, and their communities. They see the connection between values and motivation and know that when youth value something, they are motivated to act pro socially toward it.

- A focus on relationships. They recognize that relationships are a significant factor in youth's decisions to act pro socially.
- Effective guidance for implementation. These programs understand that the learning Environment matters and assist educators with using best practices for developing values, morals, and character in youth.

HOW DO WE GET THERE?

We R 3C™ presents a *holistic approach* to the topic of **Character Education and Development** as it relates to the topic of *pro-social behavior and bullying* within varying communities. The foundation of our work mirrors Jean Piaget's stages of Cognitive Development and Lawrence Kohlberg's Stages of Moral Development. Specifically, we focus on the movement from the *Egocentric Stage*, whereby individuals place a higher value on their own wants and needs than they do on the wants and needs of others, to the *Concrete Operational Development Stage* which includes the elimination of egocentrism and allows an individual to understand another person's perspective whether they are in agreement or not. The core of the We R 3C™ Program promotes values, respect, kindness and compassion and recognizes the definitive responsibility of the individual to the well being of the community and reciprocally, the community's responsibility to the well being of the individual.

We R 3C, Inc. recognizes that social behaviors, whether they are Pro-Social or inappropriate, such as bullying, do not happen in a vacuum. They are a result of the dynamics of the community in which they occur and how individuals associated with that community interact. Accordingly, We R 3C, Inc. believes that addressing these behaviors in a holistic manner will achieve significant results in the creation of caring communities. In other words, communities which are founded on strong relationships are infused with intrinsically motivated demonstrations of respect, kindness and compassion. To achieve these goals the We R 3C™ curriculum provides program participants the opportunity to repeatedly build upon their knowledge, and practice the skills they acquire through the use of interactive, engaging and processed-based lesson plans all of which include skill-building activities.

WE R 3C™ THE PROGRAM

We R 3C™ succeeds on a foundational and systemic level. The methods, skills and knowledge translate into intrinsically motivated behaviors that are demonstrated throughout a student's life, in his or her school years and beyond.

We R 3C™ consists of four themes, each having two lessons. They are:

The Meaning of Respect

Recognizing the Value in Others
Love and Indifference

Fixing a Problem

Hurting and Healing
Forgiveness, Apology & Resolution

Self-Respect

Valuing Yourself

Self-Confidence

Bullying

The Meaning of Disrespect

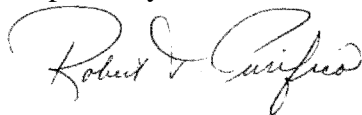
How to Forgive

A fifth theme that comes with each program is called “**Communities Within Communities.**” This theme contains a lesson plan that addresses a specific community within your existing community. For example, in the case of a school, the “**Communities within Communities**” additional lesson is called “**The To and From School Community.**” This specialized lesson gives program participants an opportunity to practice the skills that they’ve learned in Themes 1-4 in a real time, real life environment. “**The To and From School Community**” lesson includes activities and exercises for program participants who are members of the School Bus community, the walking to and from school community and the riding with a parent or friend to school community.

CONCLUSION

We R 3C, Inc. is a current and socially relevant organization that succeeds at creating caring, compassionate and respectful communities that has been well tested for the past five years. As a sequential, process-based learning program, it effectively teaches program participants how to build and sustain healthy, purposeful relationships that are based in pro-social behaviors. Below, you will find a series of testimonials from both educators and program participants who have been a part of the program. They are cherished notations that represent just a portion of the positive feedback that confirms the We R 3C™ program is helping to build and create caring communities that make a difference. We remain confident that your participation in the program will go a long towards building caring communities with pro-social behaviors that are intrinsically motivated.

Respectfully,



Robert T. Purifico
CEO & President



Bart Dentino
Founder

TESTIMONIALS



"The design of the We R 3C™ program's approach to character education and development addresses the upper stages of Kohlberg's 'Stages of Moral Development' in a way that many other programs do not."

Richard Greene, Principal, Jefferson Ave. Elementary School.



"I believe that We R 3C™ is critical for the classroom environment and beyond. The program helps program participants see, at a concrete level, that developing community takes time, effort, and is worth the endeavor. This program will go a long way to help classroom teachers create the type of environment that will allow the free flow of ideas, as well as the acceptance that we are all important individuals with something to offer others."

Founder and Teacher

Patrick Kruchten, Quest International Baccalaureate Elementary School



"This is my 7th year at Hilton, which includes many, many Superintendent's Conferences, workshops, Tech presentations, etc.... However, the program presentation of We R 3C™ was simply, The Best! You guys have discovered that what really helps the classroom click and flourish are the relationships between program participants and teachers... it's not all about hi-tech machines, computers, and the like, but rather about how we relate to and treat our kids!"

Teacher

Merton Williams Middle School Hilton, NY



“The We R 3C™ program was wonderful and right on track! We all thought it was a uniquely different way of looking at this pressing problem. One of the things I especially liked about the We R 3C™ presentation was the chance for the program participants to practice what they learned right away. In other programs, program participants are taught what to do in a situation, but the situation is never practiced. The practice was an important part of the program. Also, during the practice session, as program participants were listening to their partner, I observed many positive things. First, the body language was noted as listeners leaned toward their partner and looked them in the eyes. I also noted many smiles, especially from the program participants who had the chance to talk about themselves and know that someone cared about their responses.

About two weeks later our grade level had a field trip. I enjoyed watching the program participants from all three classes mingling with one another during our lunch break. The program participants did not feel the need to stay with their homeroom buddies, but actually sat next to a “new” friend who had shared the same experience, riding on the Erie Canal. Our grade level truly benefited from the We R 3C™ presentation. I am anxious to learn about other parts of the program as well. Nice job!”

Tonya Lustumbo

4th Grade Teacher, Kendall Elementary School, NY



“I can honestly say that I have attended 100’s of assemblies at KCS and enjoyed most of them. However, your We R 3C™ presentation was much different. It provoked reflection about how I conduct myself as a teacher, husband, and father. I have the tendency to reverse a conversation back to me. I am consciously trying to ask questions and listen. I found this difficult for the first few days but am noticing I am learning so much more. I think you’re onto something here that is pretty profound!

The delivery was on the mark! I thought the analogies cited were relatable to the kids and I could actually see this working for adults in a business environment or as a larger in-service where school districts would send representatives to become familiar with We R 3C, Inc. Either way, stick with this and congratulations. ”

Justin Staebell

4th Grade Teacher, Kendall Elementary School, NY



“When I first attended the We R 3C™ presentation of the value of respect, I knew right away how important it was for my program participants to hear about valuing each other, as well as learning more about who their classmates were as people. What I didn’t realize was how it would affect my own life. As the weeks went by and I reminded my program participants almost daily to value each other, I started thinking about my own relationships in my personal life. I thought about how I value my husband and sons, but most importantly, how I SHOW that I value them. I also thought about my mother and how I haven’t valued her over the years. I made the conscious decision to really start listening to her and learning who she was. In other words, I needed to start to value who she was and the experiences of her life. Throughout the course of the last six months, I have learned how to truly value my mother, and our relationship as a mother and daughter has gone to a new level that I haven’t experienced before. I can now say that she is my mother AND my friend.”

Anya Pastecki

5th grade teacher, Central School, Elba, NY



“I don’t know if I can go through another school year without implementing strategies and concepts of We R 3C™. I found them to play such an important part in building my classroom community that I will always incorporate the aspects of this program into my classroom.”□

Teacher

Prospect Elementary School, Attica, NY



“The We R 3C™ program provoked surprising learning on the part of participants. Even in our small and seemingly intimate and relational congregation, people who had known each other for years discovered new things about their assigned partners. New friendships were generated and old ones deepened. We were reminded again as if for the first time of what we already should know about respect, compassion, and empathy; and additionally, we were given new ways to think about our life in our community and how we see, treat, and react to our fellow travelers.”

The Rev, Barbara K. Tipton

First Presbyterian Church, Elba, New York



The WeR3C™ Program presents truths about relationships and provides skills through practical application and practice that lead to understanding, compassion and empathy for others. My classroom management is no longer about writing referrals or setting up a system of “classroom rules.” It is now about learning the unique gifts each of my students possess and sharing my own with them. The WeR3C™ Program has given me the specific activities, prompts and visuals to connect with the unique students that make up my classes. It has also helped me to facilitate an environment where students can feel safe reaching out to me and others in our classroom community as well as the larger community of the school population.

High School Teacher

Hilton, New York