

Alabama 4-H Leading With Character

4TH GRADE LESSON PLAN



Character Trait	Lesson #	Activity	Assessment	Home Activity
Introducing CHARACTER	Lesson 1	The teacher writes two lists of words vertically on the board. List One contains the Character pillars: <i>caring, respect, responsibility, fairness, trustworthiness, and citizenship</i> . List Two contains words such as: <i>loving, honesty, dependable, justice, understanding and good neighbor</i> . Students match words in List One to their synonyms in List Two. The teacher calls attention to the six Character pillars: “Your character is who you are when no one is looking.” The teacher leads the class in a discussion of how they might act differently with a friend than when alone.	The students explain character in one or two sentences. The teacher emphasizes the Character Home Activity.	Students ask parents/guardians to talk with them about what they consider to be good character . Students share the Character pillars with them and ask for help building character throughout life.
Caring/ Trustworthiness	Lesson 2	The teacher leads the class to reflect on “What is good character?” She/He then asks the students to focus on the meaning of caring (concerned or interested) and trustworthiness (reliable, keeping promises, etc.). The students are asked to write a four-sentence paragraph describing someone they know who has good character and is caring and trustworthy	Students read and discuss their paragraphs with a partner or group, checking spelling, punctuation, structure and usage. Then, as a class, they list characteristics of people who they consider to have good character.	Students share their paragraphs with their parents /guardians. Together they discuss the importance of caring and trustworthiness in the home or at school.
	Lesson 3	The teacher writes the word caring on the board. The students are instructed to describe a caring person and to compare their own personal traits to those of the person they described. They are then asked to list at least two areas that a 4th grade student might be concerned about at home, in their community, and in our state. The students compare their lists. For example, the environment, violence, parents are stressed.	Each student writes three to five steps showing a plan of action to become a more caring, trustworthy person in any of the areas listed. The teacher reminds the students to check work for proper punctuation and capitalization. The teacher emphasizes the Character Home Activity.	Students share their lists with their parents/guardians. Together they discuss how becoming a more caring person can affect the home, community and state.
Trustworthiness:	Lesson 4	The teacher asks the students to define the term	The students and teacher	The students share with



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<p>Character Introduction</p>		<p>“contract.” The teacher leads the students to understand that a contract is an agreement and a special kind of promise. The teacher explains that signing one’s name to a written contract is agreeing to what is written and suggests that one can be trusted to do what it says.</p> <p>The students are instructed to write a list of class rules that they promise to follow. Each student then signs his/her name at the bottom of the list signifying his or her agreement to the “terms of the contract.”</p>	<p>discuss the importance of keeping promises and how that relates to trustworthiness. The teacher emphasizes the Character Home Activity.</p>	<p>their parents/guardians the contract that they signed and together determine trustworthiness and the importance of keeping promises as part of daily living.</p>
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<p>Respect: Fairness</p>	<p>Lesson 5</p>	<p>The teacher writes the words: “Playing by the Rules” on the board. She/he then leads the class in a brainstorming activity focusing on the importance of playing by the rules.</p> <p>Students will work in pairs. They are directed to complete a chart that shows examples of “playing by the rules” at school and at home.</p> <p style="text-align: center;">Playing by the Rules</p> <p>At Home At School</p>	<p>Students complete their charts and construct a Venn Diagram to show the similarities of fairness (playing by the rules) at school and at home. The teacher emphasizes the Character Home Activity.</p>	<p>Students share with their parents/guardians the chart they completed and discuss the importance of playing by the rules as it relates to work.</p>
<p>Respect: Courtesy</p>	<p>Lesson 6</p>	<p>The teacher writes the words “Courtesy Hunt” on the board. She/He directs the students to make a list during the school day of students demonstrating courteous behavior to their peers, teachers, etc. The teacher spends several minutes brainstorming with the students on “possible” observations/demonstrations of courtesy. The following day, the students will use their lists to write a 4-sentence to 6-sentence paragraph to be shared with classmates highlighting their observations. Students are reminded to incorporate rules of spelling, capitalization, punctuation and English grammar.</p>	<p>The students share their paragraphs with the class. They help the teacher compile a “blended” list of all the students, depicting all observations of courtesy noted. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their observations of courtesy with their parents/guardians. They ask their parents/guardians to share with them an example of “common courtesies” at work or in the community. (Stores, parks, movies, etc.)</p>
<p>Respect: Consideration</p>	<p>Lesson 7</p>	<p>The teacher writes the following statement on the board: “Consideration is the quality of being thoughtful of other people’s feelings.” She/He then directs the students to work in pairs to discuss and write a 4-sentence or 5-sentence</p>	<p>The students work in pairs for peer editing. The students take turns reading their paragraphs to the class. Comments and</p>	<p>The students discuss their paragraphs with their parents/guardians. They ask their parents/guardians to explain an incident</p>



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		<p>paragraph highlighting a time when they observed a classmate demonstrating consideration toward another classmate. Correct spelling, capitalization, punctuations, correct letter form and grammar are emphasized.</p>	<p>discussions are encouraged.</p>	<p>when considerations were observed in the workplace or in the community.</p>
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Respect: Understanding	Lesson 8	The teacher writes the word “understanding” on the board. She/He leads the students in a brainstorming activity to define the word. All definitions should be recorded on the board. She/He then writes, “It is important that state and local leaders respect the individual differences among people and are ‘understanding’ of the needs of the people that they represent.” Students are asked to choose a definition that may be a synonym for “understanding” in this context. If no definitions are listed, then the teacher should give ideas to elicit appropriate responses. Students then decide if the statement is true or false and verbally defend their choices.	With a partner or in small groups, students will write at least a four-sentence letter to a state or local leader explaining why “understanding” is an important character trait for elected officials. The teacher emphasizes the Character Home Activity. Names and addresses of AL House and Senate leaders may be found at this web address: http://www.legislature.state.al.us/index.html	The students share the letter with parents/guardians. The students ask if the parents/guardians are in agreement with the contents of their letter. If so, they explain why. If not, they explain why not.
Responsibility: Reliability	Lesson 9	The teacher writes the word “ reliability ” on the board. He/she asks the students to guess the meaning of the word. The teacher records the definitions. He/she then relates the following scenario: “Your friend does not come to school for a week because of illness. He asks you to bring all of his schoolwork to him. You forget. He is very angry and calls you unreliable.” After reflecting on the scenario, the teacher asks the students to evaluate the various definitions that were given earlier and determine an appropriate one. Students are told to write a 4-sentence to 5-sentence paragraph explaining the importance of being reliable or dependable. Teacher reminds the class to write legibly using correct English mechanics.	Students share their paragraphs with the rest of the class. From the writings of the students, the teacher highlights important reasons for being reliable . The teacher emphasizes the Character Home Activity.	The students discuss or read their paragraphs to their parents/guardians. They ask their parents/guardians to tell about a time when someone was not reliable on the job and the consequences of being <u>unreliable</u> .
Responsibility: Accountability	Lesson 10	The teacher writes the following on the board: “ Responsibility means that one is expected to be	The students share their lists with the rest of the	The students discuss their lists and timelines with



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		<p><i>accountable for his/her actions.</i> The teacher, with student input, creates a timeline that details events in a typical school day. Following this, the students are directed to work in pairs and are assigned the task of listing how they are held <i>accountable</i> throughout the school day using the items listed on the timeline. (Timeline item - 8:30 a.m. Bell rings. Students must be in their classrooms and in their seats.) The teacher reminds students to write legibly.</p>	<p>class. Similarities and differences are noted. Possible reasons for each are discussed. The teacher emphasizes the Character Home Activity.</p>	<p>their parents/guardians. The students ask their parents/guardians to explain ways that they are <i>accountable</i> for their actions on the job, in the community or at home.</p>
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<p>Responsibility: Self-Control</p>	<p>Lesson 11</p>	<p>The teacher writes the following: “Self-control is control over one’s actions or feelings.” Working in pairs, the teacher directs the students to discuss the term “self-control” as it relates to them and their classmates. Following the discussion, the students complete the following chart:</p> <p>When I showed self-control What happened afterwards How I felt?</p> <p>(1-4 responses)</p> <p>Upon completion of the chart, the teacher instructs the students to write a 3-sentence paragraph explaining the importance of maintaining self-control at school. He/she reminds students to write legibly.</p>	<p>The teacher constructs the same chart on the board. Students present their data and paragraphs while the teacher records some of the data on the board. The teacher leads a short discussion about the charted results. The students compare and contrast data orally. The teacher emphasizes the Character Home Activity.</p>	<p>The students share their paragraphs with parents/guardians. The students ask if the parents/guardians can provide examples of times when people have not shown Self-Control in the work, community, and home environment And discuss what happened afterwards.</p>
<p>Responsibility: Dignity</p>	<p>Lesson 12</p>	<p>The teacher writes the word “dignity” on the board. He/she asks students to express what they think the word means. When a definition is clear, students work in small groups to compile a list of three instances when “dignity” would play an important role in day-to-day school life. From the students’ list, they are then instructed to compose a 3-sentence to 5- sentence paragraph summarizing their thoughts on the important role of “dignity.”</p>	<p>The students share their lists and paragraphs with the rest of the class. The teacher reminds students to speak clearly. He/she highlights responses on the chalkboard. The teacher emphasizes the Character Home Activity.</p>	<p>The students share their class lists and paragraphs with their parents/guardians. The students ask their parents/guardians to share situations when “dignity” was very important.</p>



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Caring: Kindness	Lesson 13	<p>The teacher instructs the students to write their names on a small piece of paper and fold it in half. While students are doing this, the teacher writes the word “<i>kindness</i>” on the board. He/she then collects all of the papers and places them in a box. Each student selects one paper from the box. The teacher assigns the students the task of writing a “<i>kindness</i>” letter to the person whose name was drawn. The “<i>kindness</i>” letter must contain at least five sentences in the main body and follow correct letter format. The teacher reminds students to write legibly and to demonstrate standard English structure and usage.</p>	<p>The students deliver their letters to the correct addressee. Upon receipt of the letter, the recipient of the “<i>kindness</i>” letter reads it to the rest of the class. The teacher emphasizes the Character Home Activity.</p>	<p>The students share their letters with their parents/guardians. The students ask their parents/guardians to share some <i>kind acts</i> that they have performed at work or at home.</p>
Caring: Empathy	Lesson 14	<p>The teacher writes the word “<i>empathy</i>” and asks students to volunteer their understanding of the word. With teacher guidance, a definition is established. When the definition is understood, the teacher instructs the students to pretend they have lost their eyesight by closing their eyes for 2 minutes. During these 2 minutes, the teacher keeps talking while walking and doing things around the classroom.</p> <p>The students are instructed to open their eyes and write 3 sentences describing how they <u>felt</u> when they couldn’t see what the teacher was doing. Students are reminded to write legibly using correct English mechanics.</p>	<p>The students read their sentences and discuss ways to show empathy for those who cannot see. The teacher emphasizes the Character Home Activity.</p>	<p>The students describe to their parents/guardians how they <u>felt</u> when they pretended to be blind. The students ask their parents/guardians to try the experiment with them and share their feelings about people who cannot see.</p>
Caring: Sharing	Lesson 15	<p>The teacher writes the word “<i>sharing</i>” on the board and asks students to tell its meaning. With teacher guidance, a definition is established. The teacher selects 5 students to stand before the class. The teacher then draws a large circle on the board representing a pizza. The 5 students are then</p>	<p>The students analyze the drawing of the pizza. The teacher asks questions such as: “<i>If one student is smaller, should that student get a smaller</i></p>	<p>The students share with their parents/guardians their lesson summaries. The students and parents/guardians make a list of how they can</p>



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		<p>directed, one by one, to “cut” (draw) a piece of pizza so that each gets a <i>share</i>. The teacher focuses the students on determining if caring means equality when sharing.</p>	<p><i>share</i>?” Students write a 1-sentence to 2-sentence summary of the discussion. The teacher emphasizes the Character Home Activity.</p>	<p>“share” more at home and in the community.</p>
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<p>Caring: Compassion</p>	<p>Lesson 16</p>	<p>The teacher writes the word “<i>compassion</i>” on the board and explains that <i>compassion</i> means to understand what others are feeling and to show concern or sympathy for that person. The teacher then writes the following: “<i>How do we show compassion?</i>” He/she then directs the students to write a 4-sentence list that best describes ways of showing <i>compassion</i>. (A new student was feeling lonely and left out, so I made her/him feel welcome by asking her/him to sit with me at lunch.) The teacher reminds students to write legibly, demonstrating proper English mechanics (structure, usage, capitalization).</p>	<p>Students share their sentence lists with the rest of the class. The teacher leads a discussion of the importance of showing <i>compassion</i>. The teacher emphasizes the Character Home Activity.</p>	<p>Students share their sentence lists with the rest of the class. The teacher leads a discussion of the importance of showing <i>compassion</i>. The teacher emphasizes the Character Home Activity.</p>
<p>Trustworthiness: Honesty</p>	<p>Lesson 17</p>	<p>The teacher writes the word “HONEST” vertically on the board. Students create an acrostic word puzzle using each letter in the word. The words selected must describe traits of honesty. Each time a word is written; the class must tell the reason that word was selected.</p>	<p>Using the words of the acrostic, students write 3 sentences describing how honesty affects a student’s day. The teacher reminds students to write legibly using correct English mechanics. The teacher emphasizes the Character Home Activity.</p>	<p>The students ask their parents/guardians to create an acrostic using the letters of the word “HONEST.” Once complete, they determine how honesty affects their families.</p>

<p>Trustworthiness: Integrity</p>	<p>Lesson 18</p>	<p>The teacher relates the following scenario: <i>Amy isn’t a good athlete. In fact, when teams are being chosen, she is always the last to be picked. This hurts Amy’s feelings. Yesterday, at recess, children gathered to form teams. As usual, Amy was last. Since there were an odd number of players, the</i></p>	<p>Each group creates a pictorial representation of one solution that exemplifies “integrity.” A spokesperson from each group explains the solution by interpreting the group’s</p>	<p>The students share the day’s lesson with their parents/guardians. Once complete, they determine how integrity affects their families and daily lives.</p>
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		<p><i>teams decided that Amy should not be allowed to play at all. The teacher divides the class into small groups. The groups are instructed to list 3 solutions to this dilemma and the possible effects of each.</i></p>	<p>picture. The class votes on the solution that best demonstrates “integrity.” The teacher emphasizes the Character Home Activity.</p>	
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Trustworthiness: Integrity	Lesson 19	<p>The teacher writes the word “integrity” on the chalkboard. She/he explains to the class that integrity is the quality of being “honest” and “trustworthy.” Students work with a partner to compile a list of four examples of integrity that they have seen at school involving their classmates. After compiling this list, they will write a 4-sentence paragraph summarizing the importance of exhibiting integrity at school.</p>	<p>The students share their lists with the rest of the class. Afterwards, they read their paragraphs to the rest of the class and then turn in their papers to the teacher. The teacher emphasizes the Character Home Activity.</p>	<p>Students discuss with their parents/guardians the importance of sharing. They ask their parents/guardians to think of ways that they can share in making their home a better place to be.</p>
Trustworthiness: Dependability	Lesson 20	<p>The teacher writes the word “dependability” on the chalkboard. She/he explains that dependability means to be trustworthy. The teacher instructs the students to work in pairs to draw a picture of something or someone that depends on them each day (a pet, sibling, etc.). The students are directed to add descriptive word captions to their pictures that explain trustworthiness and dependability.</p>	<p>The students share their pictures and discuss who or what depends on them and why. In a 3-sentence to 5-sentence paragraph, students describe how they would feel if they had no one to depend on. The teacher emphasizes the Character Home Activity.</p>	<p>Students discuss with their parents/guardians examples of how each family member depends on something or someone for their well-being.</p>
Trustworthiness: Loyalty	Lesson 21	<p>The teacher writes the word “loyalty” on the chalkboard. She/he explains that loyalty can mean many things, such as sticking up for your best friend or supporting your school basketball team. The teacher instructs the students to think about what loyalty means to them and why it is important. The students are directed to write a 3-sentence to 4-sentence paragraph describing acts of loyalty that they were personally involved with at school.</p>	<p>The teacher asks students to share their paragraphs. The teacher creates a chart on the board that tallies student responses illustrating commonalities in their responses. The teacher emphasizes the Character Home Activity.</p>	<p>The students ask their parents/guardians to explain how important patience is on the job site and to give an example of a situation when patience was not shown.</p>
Fairness: Patience	Lesson 22	<p>The teacher writes the following sentence on the chalkboard: “Patience is the ability to be uncomplaining in times of difficulty, while at the same time keeping calm.” The teacher divides the</p>	<p>The students write a 3-sentence to 5-sentence paragraph explaining their favorite skit expounding</p>	<p>Students discuss with their parents/guardians the importance of patience. They ask their</p>



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		<p>class into groups of 3-5. Each group is directed to devise a short skit to highlight a situation at school where patience is needed and to show how chaos can exist when patience is not demonstrated.</p>	<p>on the importance of patience at school. The teacher emphasizes the Character Home Activity.</p>	<p>parents/guardians to name times when having patience has helped them in their work and community life and to describe how impatience has impacted their work and community life.</p>
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Fairness: Justice	Lesson 23	The teacher writes the words “justice for all” on the chalkboard. She/he explains to the class that school rules are designed to ensure justice for all students. The class is divided into groups of 3 to 5 students. Each group is given one school rule and is asked to write a 3-sentence to 5-sentence paragraph explaining its meaning and telling how that rule ensures “justice for all.”	Each group reads its paragraph to the rest of the class. Following this activity, the teacher reaffirms that all school rules are designed to ensure “justice for all.” The teacher emphasizes the Character Home Activity.	Students ask their parents/guardians to explain to them a rule at work or in daily activities that exemplifies “justice for all.”
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Fairness: Equality	Lesson 24	The teacher writes the word “equality” on the chalkboard. She/he explains what equality and fairness mean. She/he divides the class into two groups. Students are allowed to do a favorite activity within their groups (such as a game). They are timed. An unequal amount of time is allowed for each group.	The teacher leads the students in a discussion about the unequal amounts of time allotted and the feelings that students felt as a result of the time allotment. The students write a 3- to 5-sentence paragraph explaining why this inequality was not fair. The teacher emphasizes the Character Home Activity.	Students discuss the activity with their parents/guardians. They ask their parents/guardians to relate a similar event from work experience or other activity where inequality was exhibited and discuss the impact of the lack of equality.
Fairness: Fair Play	Lesson 25	The teacher writes the word “fair” on the chalkboard. She/he explains that to be fair means to be honest and objective. She/he then writes the word “play” next to fair. She/he asks the students to work in pairs and compile a list of at least 3 times when fair play was demonstrated during school. Using this list, the students are directed to write a 3-sentence to 5-sentence paragraph summarizing the lists.	The students read their paragraphs to the class. The teacher writes on the board recurring instances as they are read by the students to compile a master list of the responses. The teacher leads a discussion	Students discuss the activity with their parents/guardians. They ask their parents/guardians to relate an experience that they have had where fair play was necessary at work, home or at a public event.



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			comparing the many responses. The teacher emphasizes the Character Home Activity.	
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Citizenship: Cooperation	Lesson 26	The teacher writes the word “cooperation” on the chalkboard. She/he explains that cooperation means to work together for a common purpose. The students are divided into groups of three. They are instructed to compile a list of three problems in their classroom or in their school that requires people working together to correct.	Students use their lists to write a 3- to 5-sentence paragraph that identifies one problem and possible solution. The students share their paragraphs with the rest of the class. The teacher emphasizes the Character Home Activity.	Students share their ideas about cooperation with their parents/guardians. Students ask their parents/guardians to discuss a problem in their home that could be solved by cooperation.
Citizenship: Volunteering	Lesson 27	The teacher writes the word “volunteering” on the chalkboard. She/he explains that volunteering means to give or offer help. The teacher makes two lists on the board with the following as shown below. Students, working in pairs, compile a list naming as many as possible. Service Workers in the Community How They Help	The students discuss their lists and give ways that they also could volunteer in the community. The teacher emphasizes the Character Home Activity.	Students share their ideas with their parents/guardians. Students ask their parents/guardians to discuss ways that each family member can volunteer around the home to share in responsibilities and chores.
Citizenship: Obeying Laws	Lesson 28	The teacher writes the words “obeying laws” on the chalkboard. She/he explains that obeying laws is important to everyone and that, as good citizens, it is every person’s duty to follow the law. The teacher leads a discussion by asking students to name a law and then soliciting responses to the question: “What would happen if we all broke the law (that you named)?”	The students write a 4-sentence to 6-sentence paragraph describing what would happen if everyone broke laws. The teacher collects the paragraphs. The teacher emphasizes the Character Home Activity.	Students discuss with their parents/guardians the importance of obeying laws and how doing so makes each person a good citizen.
Citizenship: Patriotism	Lesson 29	The teacher writes the word “patriotism” on the chalkboard. She/he explains that patriotism means the love of and devotion to one’s country. The teacher directs the students to think of a time when they were patriotic and tell the rest of the class. The students write a 3-sentence to 5-sentence paragraph explaining different ways that they have shown	The students read their paragraphs to the rest of the class. On the board, the teacher compiles a list of events mentioned in the students’ paragraphs. The teacher emphasizes the	Students discuss with their parents/guardians the importance of patriotism. They ask their parents/guardians to name times when they were patriotic.



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		patriotism in their daily lives.	Character Home Activity.	
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Citizenship: Sharing	Lesson 30	The teacher writes “sharing” on the board. She/he explains that the word has several meanings. She tells the students that sharing means to divide and distribute. She continues to say that it also means to participate in and enjoy jointly. The teacher directs the students to work in pairs to compile a list of ways in which citizens share in making a school a clean, safe, nice place to attend.	The students orally share their lists with the class. The teacher emphasizes the Character Home Activity.	Students discuss with their parents/guardians the importance of sharing. They ask their parents/guardians to think of ways that they can share in making their home a better place to be.
Decision Making: Stakeholder	Lesson 31	The teacher writes the word “stakeholder” on the chalkboard. She/he explains that to be a stakeholder means to have a share or an interest in something. The teacher directs the students to complete the chart with at least 1 to 5 answers. Emphasis should be made that everyone is a stakeholder in something. Stakeholders in our school Job or duties (1-5 responses)	The students orally share their charts with the class. The teacher compiles a master chart on the board. The teacher emphasizes the Character Home Activity.	Students discuss the charts with their parents/guardians. They ask their parents/guardians to name some stakeholders at work or in the community.
Decision Making: Self-Control	Lesson 32	The teacher writes the word “self-control” on the chalkboard. She/he explains that self-control means to have control over one’s actions. The teacher asks the students to decide if it is easier to control their tempers or easier to get angry over a situation. The students are instructed to complete the chart below. Times/Reasons I lost control over my actions Times/Reasons I maintained self-control	The students orally share their charts with the class. The teacher compiles a master chart on the board. The teacher emphasizes the Character Home Activity.	Students discuss with their parents/guardians what they learned about self-control and discuss the importance of self-control in their daily life.
Decision Making: Decisions	Lesson 33	The teacher writes the word “decisions” on the chalkboard. She/he explains that there are both good and bad decisions when things are not thoroughly thought out. She/he asks the students to think of decisions that they have made this school year and compile a list of good decisions and tell why these decisions were the right ones.	The students orally share some of the decisions and results with the class. The teacher emphasizes the Character Home Activity.	Students share their lists of good decisions with their parents/guardians. They ask their parents/guardians for some examples of good decisions that their parents/guardians have made and the results or



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				impact they had on their daily lives.
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<p>Decision Making: Consequences</p>	<p>Lesson 34</p>	<p>The teacher writes the word “consequences” on the chalkboard. She/he asks the students to consider the following scenario: You ride your bike when your parents say that you cannot.” List some consequences to this action.</p>	<p>The students share their lists with each other and discuss other scenarios that they have experienced. The teacher emphasizes the Character Home Activity.</p>	<p>Students ask their parents/guardians to relate several consequences that they would have to face if they broke a traffic law.</p>
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<p>Celebration</p>	<p>Lesson 35</p>	<p>The teacher writes “CHARACTER COUNTS!SM” on the chalkboard. She/he asks the students to recall the character pillars they have focused on throughout the year. The teacher will list the traits on the board: respect, responsibility, trustworthiness, fairness, caring and citizenship. The teacher will explain that these pillars need to be in every action they do.</p>	<p>The teacher will instruct students to work with a partner and determine how they would handle the following situation. Your mom said she would pay you \$12 to complete a list of chores. You agree to do them. After the chores are completed, she gives you one ten, one five, and a one-dollar bill. What do you do? Write a paragraph that explains what you would do. Make sure to include an illustration. The teacher will remind the students to use the necessary resources (dictionary, glossary, etc.) and to write legibly.</p>	<p>Students share their paragraphs with their parents/guardians. They discuss how the character pillars are incorporated into everyday life.</p>
<p>Celebration</p>	<p>Lesson 36</p>	<p>The teacher writes “CHARACTER COUNTS!SM” on the chalkboard. She/he asks the students to recall the character pillars they have focused on throughout the year. The students will list the traits: respect, responsibility, trustworthiness, fairness, caring and citizenship. The students are instructed to list one example next to each trait demonstrating that particular character trait. Once the lists are complete, the students are asked to reflect on the trait that best describes themselves and then write a short paragraph stating why they chose that trait.</p>	<p>The students share their paragraphs with the rest of the class. The teacher makes a master list on the chalkboard of the traits stated and circles the most frequent trait selected. The class is then declared a Class of Character! The teacher emphasizes the Character Home Activity.</p>	<p>Students ask their parents/guardians to relate to them a character trait that their parents/guardians think is the most important in their day-to-day activities.</p>



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Molly Gregg , 4-H Specialist

This was adapted from material developed by Louisiana 4-H. CHARACTER COUNTS! and the Six Pillars of Character are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics.

